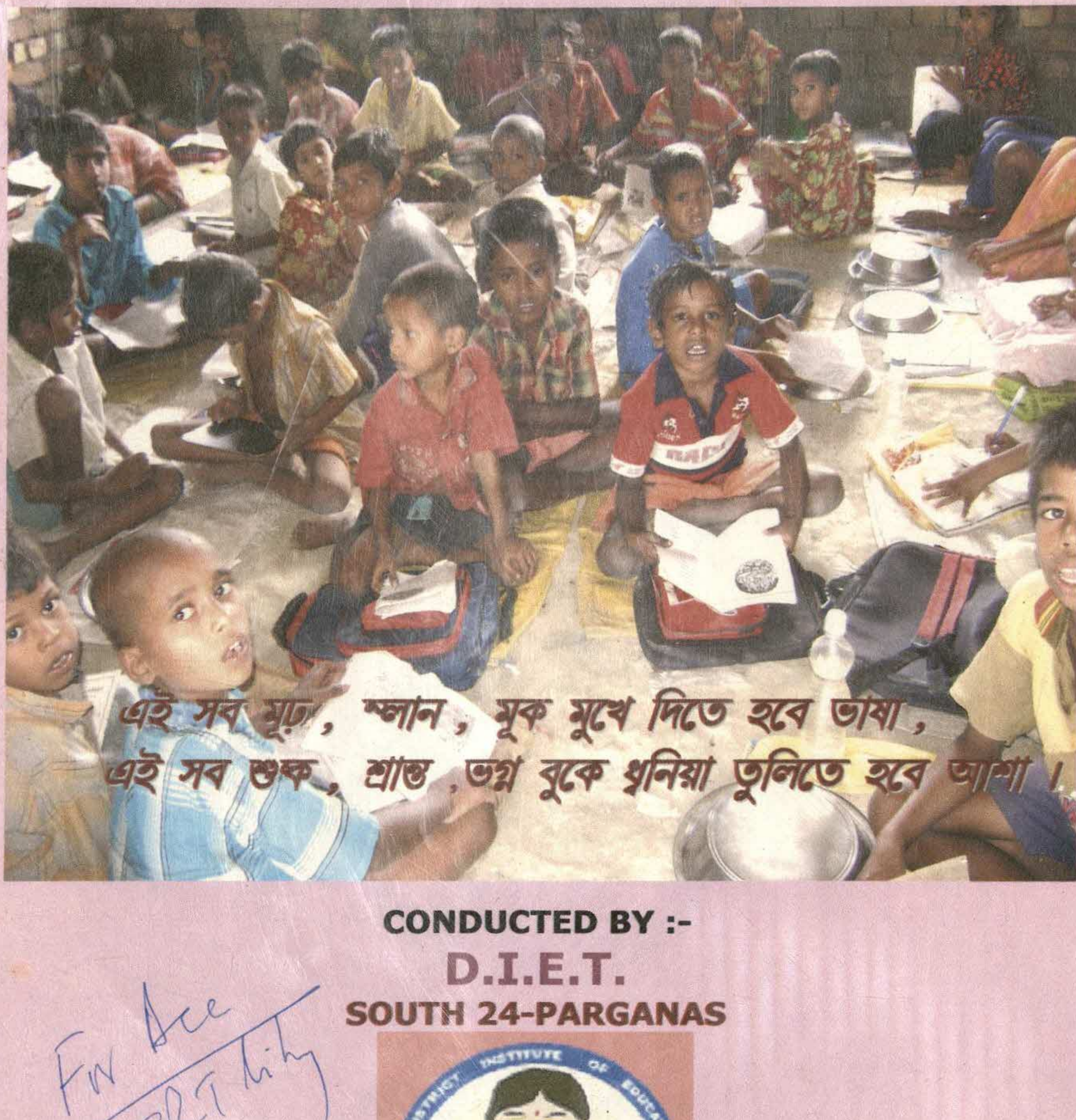
Comprehensive development Programme on Primary Education and Continuing Education in Joynagar block-II (Eight educationally most backward villages of the block)



CONDUCTED BY :-

D.I.E.T.

SOUTH 24-PARGANAS

VILL:- MOUZPUR,
P.O.:- RAMAKANTA NAGAR
DIST:- SOUTH 24-PARGANAS

Comprehensive development Programme on Primary Education and Continuing Education in Joynagar block-II (Eight educationally most backward villages of the block)

- A Report

CONDUCTED BY :-

D.I.E.T.

SOUTH 24-PARGANAS

VILL:- MOUZPUR,
P.O.:- RAMAKANTA NAGAR
DIST:- SOUTH 24-PARGANAS

A_C_K_N_O_W_L_E_D_G_E_M_E_N_T_

We are grateful to the Department of Education, Govt. of West Bengal, for providing financial support for executing the 'Comprehensive Development Programme on Primary and Continuing Education' in 8 backward villages of Joynagar-II Block in the District of South 24 Parganas

We happily express our debt to the Chairman of the District Primary School Ccouncil, South 24 Parganas and the District Project Officer, South 24 Parganas for their co-operation to reach our goal.

The whole team of D.I.E.T., Joynagar south 24 Parganas was, as usual, fully motivated and inspired to complete the task. Without the zeal and wholehearted effort of all the teaching and non-teaching staff of this Institute, this book would not have been written.

DEMOGRAPHIC PROFILE

Joynagar-II

Male : 108294 Female : 100851

Density of person/Km^2- 1123

Sex ratio:- Male : 1000, Female : 931

Area in Km^2----186.25

Percentage of Main workers to total population :- Male: 40.06
Female : 5.10

Percentage of non workers to total population :- Male : 48.64
Female : 90.25

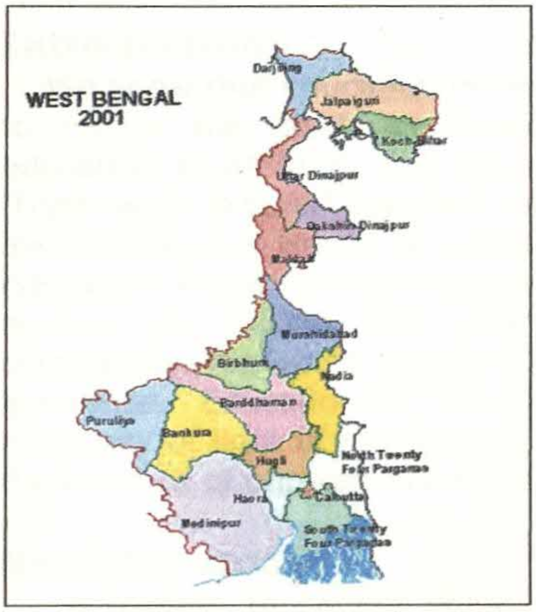
Percentage of agricultural labours to total Workers :- Male : 39.20
Female : 28.26

	Hect. Areas		Hect. Areas
Damdama-	316.87	Gopalnagar-	177.66
Paschim Tentulberia -	113.30	Purba Raghunathpur -	248.88
Safla-	136.32	Taranagr-	718.72
Nolgora-	1043.69	Radhaballavpur-	1220.13

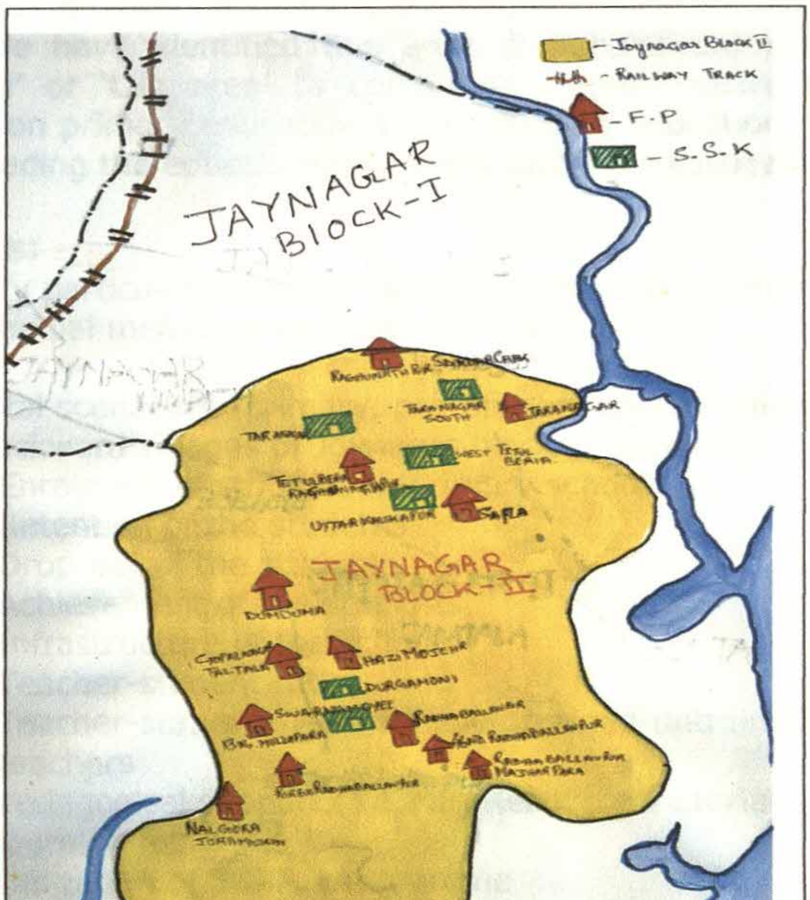
South 24parganas	Joynagar II
Male Literate: 77.94	Male Literate : 72.08
Female Literate: 56.15	Female Literate : 45.35

CONTENT

Primary Schools & S.S.K.'s of those 8 villages, where Survey has been conducted in Joynagar Block-II







A Report on:
Comprehensive development Programme on Primary Education and Continuing Education in Joynagar block-II (Eight educationally most backward villages of the block)

Introduction:-

We know that education brings out the perfection hidden within a man; to realize this truth we make an endeavour to ensure elementary education to all here; but we presume that, it would be starting of the 'Tryst with destiny' for this under privileged area; let us hope that, awareness level would be uplifted ; not only quantity but also quality of education would flourish; education, being an integral part of life, would nurture the feeling that, life is worth living for individual and for community. We would like to lit the light of knowledge in the darkness of ignorance. Educationally backward regions should come within the periphery of light of knowledge, understanding, skill and application. It is the essence of our National Education Policy for U.E.E.

Need for study:-

According to cohort result (Survey conducted by S.S.A. South 24 Pgs.), there are many backward villages in our district. In Joynagar block-II, the number of such villages is much higher than other blocks; it is 8 in numbers. We have identified this area of 8 backward villages as our 'Target area' or 'Lab area' to conduct a comprehensive development programme on primary education and continuing education. We aspire to help in upgrading the educational scenario and the awareness level.

Objectives: -

To identify particular causes of backwardness and accordingly to find out their remedial measures we ought to know:

1. The total scenario of primary, pre-primary and continuing education in 8 backward villages of Joynagar block-II including
   - Enrolment of students in primary schools
   - Retention of the students
   - Drop-out of the students
   - Achievement of the students
   - Infrastructure of the schools
   - Teacher-student ratio
   - Teacher-status :- Male-female , trained-untrained , Para teachers
   - Pedagogical support (T.L.M. , Resource materials , Distance learning materials)
   - Utilization of S.S.A. programme

2. The socio-economic status of the villagers.

3. The present condition of non-formal education system (I.C.D.S. , E.C.C.E. , A.I.S. , Adult and continuing education).
   We have to
   - Observe the function of S.S.K.
   - Find out the causes of backwardness.
   - Find out the remedial measures to develop the educational scenario of 8 backward villages.

Methodology :-

In the beginning, we tried not only just to 'know' these 8 villages but also to 'realise' them. For gaining thorough knowledge about these backward areas' existing situation of elementary education we went to every nook and corner. We were inquisitive to know the opinions and suggestions of the students, teachers, school administrators, guardians, V.E.C. members, Panchayet functionaries and others. We went through the school records. Achievement tests on different subjects were conducted according to specific requirements of particular classes / schools. Information, thus collected, were being analysed appropriately and remedial measures were devised accordingly. After implementing these measures (e.g., Teachers' training, awareness programme for V.E.C. members etc) for a considerable span of time, a final or 2nd Achievement test ought to be administered.

Names of the eight backward villages in Joynagar block II:-

1. Taranagar
2. Radhaballavpur
3. East Raghunathpur
4. West Tentulberia
5. Sapla
6. Gopalnagar
7. Uttar Garankathi
8. Damdama



Safla, one of the 8 villages

The steps of our actions are as follow:-

- School Survey
- Home to home Survey
- 1st Achievement level test
- Data analysis, Finding the causes, Devising remedial measures
- Implementing remedial measures
- 2nd Achievement level test

The last step is yet to be taken.

Analysis & Findings

School Survey

Procedure:-

Names of the schools and S.S.K.s and their addresses were collected from Block Development office, Joynagar block-II, S.I. Joynagar Circle. We designed the questionnaires for Head Teachers to know the number of students, teachers, achievement level of the students (from school records) , teaching – learning process etc. Trained Surveyors completed the task.

19 schools were selected for surveying. Among these, 13 institutions were Primary schools and rests were S.S.K.s.

The schools, undertaken: -

Sl. No.	Name of School	*Name of Village*	Dise no.	Type of School
1	Nalgora Joramukhi FP	Redhaballavpur	1604008	FP
2	Purba Radhaballavpur FP	Redhaballavpur	1603801	FP
3	Radhaballavpur FP	Redhaballavpur	1604101	FP
4	Radhaballavpur majharpara FP	Radhaballavpur	1603601	FP
5	Hazi Mojehr FP	Radhaballavpur	1603901	FP
6	Radhaballavpur Mollapara 13no FP	Radhaballavpur	1603702	FP
7	Radhaballavpur FP No46	Radhaballavpur	1603701	FP
8	Raghunathpur Sarderchak FP	East Raghunathpur	1603401	FP
9	Tatulbaria Raghunathpur FP	West Tentulberia	1603101	FP
10	Gopalnagar Taltala FP	Gopalnagar	1600201	FP
11	Sapla FP	Sapla	1602502	FP
12	Damdama FP	Damdama	1600301	FP
13	Taranagar FP	Taranagar	1602201	FP
14	Taranagar SSK	Taranagar	616020199	SSK
15	Taranagar South SSK	Taranagar	616020299	SSK
16	Durgamni SSK	Redhaballavpur	616030802	SSK
17	West Tatulbaria SSK	West Tentulberia	616021001	SSK
18	Kalikapur Uttar SSK	Gopanagar	616010901	SSK
19	Swarmnamani SSK	Radhaballavpur	616030502	SSK



Gopalnagar Taltala FP



Damdama FP



Durgamani S.S.K.

Findings :-

(a) Students' Profile :-

1. In the 19 Schools, under scansion, total numbers of students are 3791; among them 1825 are boys and 1966 are girls.

Sl.No.	Name of School	Tot. Students	Types of students										
			Boys					Girls					
			Gen	Min	SC	ST	PH	Gen	Min	SC	ST	PH	Tot
1	Taranagar FP	137		27	43				32	35			137
2	Nalgora Joramukhi FP	323	1	70	77	10	1	2	86	67	10		323
3	Purba Radhaballavpur FP	182	10	53	27			9	70	13			182
4	Radhaballavpur FP	269	38	70	6	2	2	23	110	16	4		269
5	Radhaballavpur majharpara FP	233		69	26	1		120	17				233
6	Hazi Mojehr FP	125		63	18		4		35	9		1	125
7	Radhaballavpur Mollapara 13no FP	124		64			2		60			3	124
8	Radhaballavpur FP No46	158		58	19		1		56	24			158

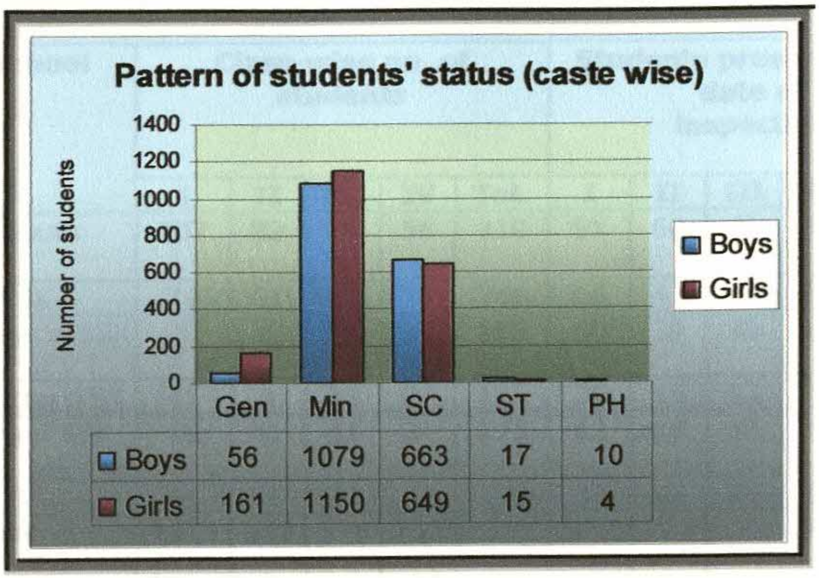


A classroom scenario

Sl.No.	Name of School	Tot. Stu-de-nts	Types of students										
			Boys					Girls					
			Gen	Min	SC	ST	PH	Gen	Min	SC	ST	PH	Tot
9	Raghunathpur Sarderchak FP	135		47	15				59	14			135
10	Tatulbaria Raghunath pur FP	331		118	32				159	22			331
11	Gopalnagar Taltala FP	322		83	62				95	82			322
12	Safla FP	85			44					41			85
13	Damdama FP	136		17	52				20	47			136
14	Taranagar SSK	210		62	38				62	48			210
15	Taranagar South SSK	310		61	83				79	87			310
16	Durgamni SSK	246	7	90	31			7	80	31			246
17	West Tatulbaria SSK	165		39	45				33	48			165
18	Kalikapur Uttar SSK	125		58	2				61	4			125
19	Swarmnamani SSK	175		30	43	4			36	61	1		175
	Total	3791	56	1079	663	17	10	161	1150	649	15	4	3791



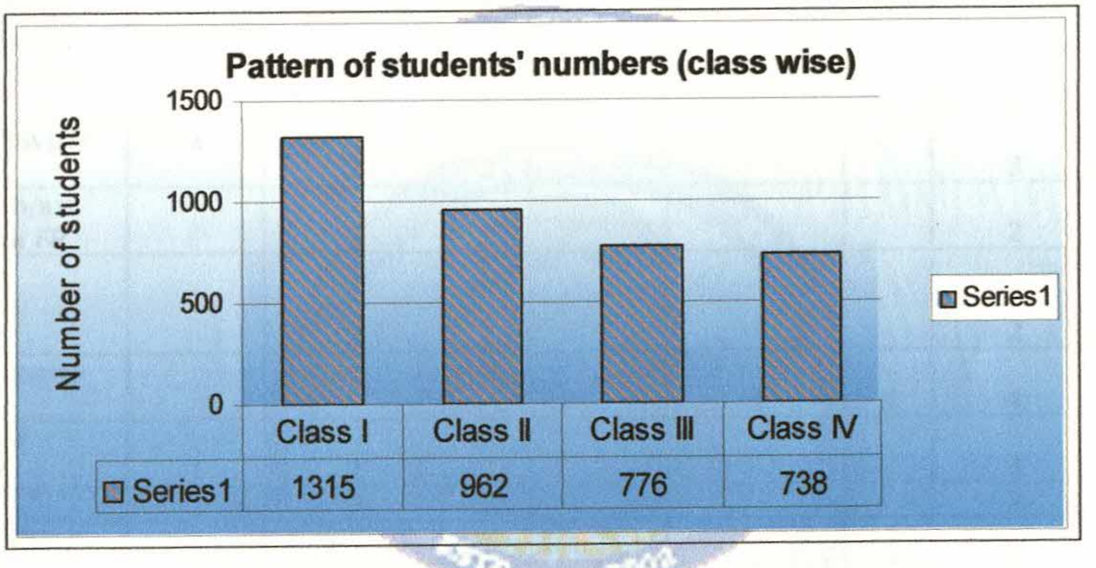
Students prior to the assembly



2. We discover that in this underprivileged area, School enrolment pattern coincides with population pattern (i.e. most of the students belong to minority community followed by S.C., General and S.T.).
3. We find that girls' enrolment is more than boys' enrolment. No gender discrimination is traced on the surface as girls' enrolment is greater than boys' (100-200 more in nos.). This finding may seem to be contradictory to general belief.
   But S.C.,S.T. and physically handicapped girl enrollment is in lesser number than the boys.
4. On the date of visit to these schools, 2922 students were present and no. of absentees was 869. So we may say that 22.29% of students remained absent during school visit.

Name of School	Class-wise no. of students					Students present at the date of inspection				
	I	II	III	IV	Tot.	I	II	III	IV	Tot.
Taranagar FP	50	30	28	29	137	43	22	23	27	115
Nalgora Joramukhi FP	120	71	63	69	323	105	65	55	61	286
Purba Radhaballavpur FP	52	50	49	31	182	45	46	46	31	168
Radhaballavpur FP	82	69	45	73	269	43	26	17	32	118
Radhaballavpur majharpara FP	70	65	58	40	233	60	59	50	34	203
Hazi Mojehr FP	47	47	19	12	125	32	34	12	7	85
Radhaballavpur Mollapara 13no FP	44	35	27	18	124	35	30	22	11	98
Radhaballavpur FP No46	104	24	21	9	158	85	17	13	6	121
Raghunathpur Sarderchak FP	36	42	27	30	135	26	31	21	26	104
Tatulbaria Raghunath pur FP	82	100	77	72	331	43	39	46	41	169
Gopalnagar Taltala FP	105	72	68	77	322	95	64	54	62	275
Safla FP	57	13	8	7	85	35	12	7	3	57
Taranagar SSK	67	67	38	38	210	51	62	31	27	171

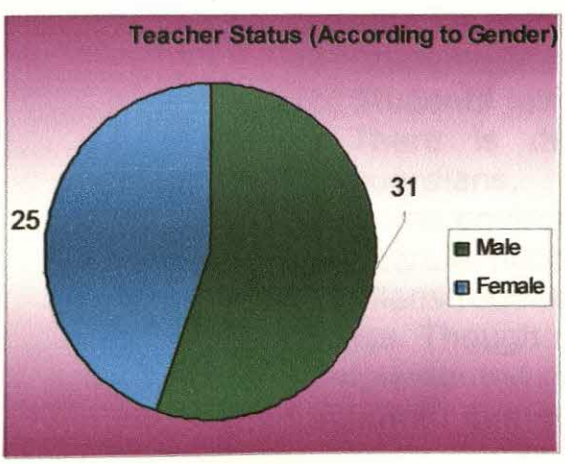
Name of School	Class-wise no. of students					Students present at the date of inspection				
	I	II	III	IV	Tot.	I	II	III	IV	Tot.
Taranagar South SSK	107	82	65	56	310	91	66	45	43	245
Durgamni SSK	71	51	54	70	246	66	43	48	67	224
West Tatulbaria SSK	70	39	31	25	165	60	30	22	19	131
Kalikapur Uttar SSK	41	38	25	21	125	33	15	13	9	70
Swarmnamani SSK	69	41	41	24	175	62	38	37	24	161
Damdama FP	41	26	32	37	136	38	22	29	32	121
Total	1315	962	776	738	3791	1048	721	591	562	2922

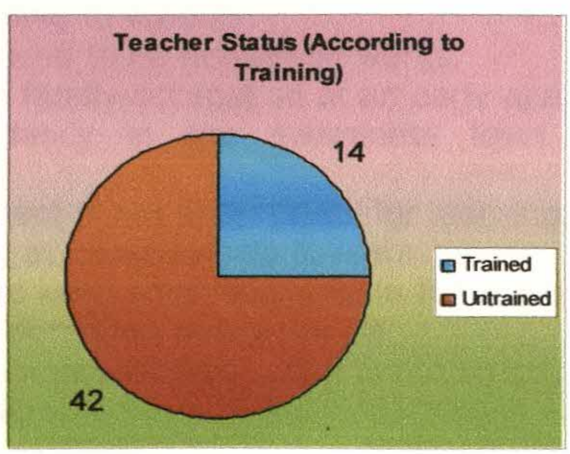


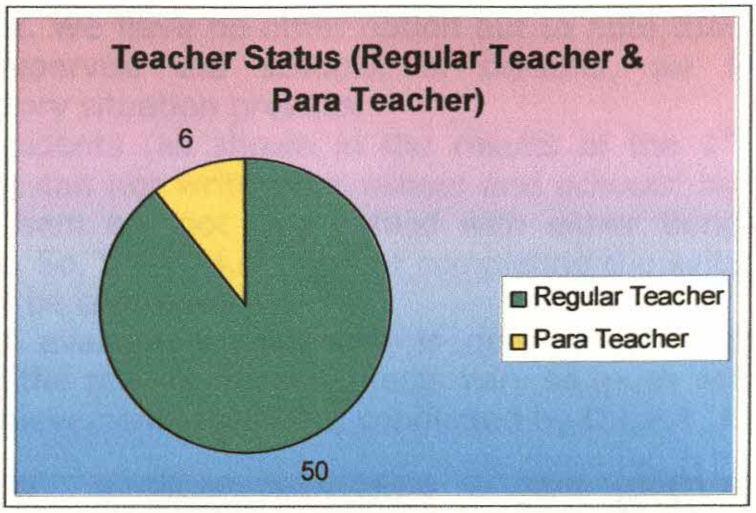
B. Teachers' Profile :-

1. Inappropriate teacher- student ratio - it is 1:68.
2. Scarcity of trained teachers – only 25% of the total teachers are trained.
3. Total no. of teachers in the schools are 56. We find out that only 6 para-teachers are working.
4. Female teachers number less (though not much less) than male teachers – no. of female teachers are 25; among them 21 teachers are in S.S.K.s and only 4 teachers are in 13 F.P. schools.

Name of School	Teacher Profile						Tot. Teachers	Para Teach-ers
	Male Teachers			Female Teachers				
	trained	Untrained	Tot.	trained	Untrained	Tot.		
Taranagar FP		3	3		1	1	4	2
Taranagar SSK				2	1	3	3	
Taranagar South SSK				1	3	4	4	
Nalgora Joramukhi FP	1	2	3		1	1	4	2
Purba Radhaballavpur FP		2	2				2	
Radhaballavpur FP	1	1	2	1		1	3	
Durgamni SSK				2	2	4	4	
Radhaballavpur majharpara FP		3	3				3	
Hazi Mojehr FP	2		2				2	
Radhaballavpur Mollapara 13no FP		2	2				2	
Radhaballavpur FP No46	1	2	3				3	
Raghunathpur Sarderchak FP		2	2				2	
Tatulbaria Raghunath pur FP		2	2				2	
West Tatulbaria SSK					4	4	4	
Gopalnagar Taltala FP	1	2	3				3	
Safla FP		2	2				2	1
Kalikapur Uttar SSK	1		1	1	1	2	3	
Swarmnamani SSK					4	4	4	
Damdama FP		1	1		1	1	2	1
Total	7	24	31	7	18	25	56	6







c. Infrastructural Facilities:-

1. Most of the schools consist of 3/4 rooms.
2. Mid-Day-Meal is catered in all schools.
3. Drinking water is available in almost each school.
4. Usable toilet also exists in every school.

d. Condition of schools' Teaching-Learning procedure (According to the H.M.s' opinion):-

According to the H.M.s :-

i. Teachers attend schools regularly.
ii. T.L.M.s are adequately used in the classrooms.
iii. Syllabi are being completed in due time.
iv. Evaluation procedure is perfectly enacted in each class.
v. Maximum drop-out is to be found in class III; because Perhaps the guardians think that their wards have reached the age for joining family occupation by then. Interestingly, boys drop-out more in numbers than the girl students.
vi. Numbers of students largely decrease from class I to class II.
vii. For food, for growing school-going habit, guardians often send their under-aged children to schools.
viii. Reasons for not coming to schools:-
   (a) Students are bound to do household works.
   (b) Students join in family occupation at an early age.
   (c) There is deficiency in the awareness level of guardians.
   (d) Home environment is not appropriate for learning.
   (e) There is nobody at home to help to learn.
ix. Guardians request to keep some students in the same class. Though no detention policy can be implemented in primary classes, yet it is not strictly followed everywhere.

Still, we apprehend that the scenario may not be such rosy and bright. We have no other option but to note that whenever we go to supervise the schools, in persons, we find out that contradictory situation prevails.

Students (as shown in the results of the 1st Achievement level test) can not write their names and schools' names properly. Most of them are not well versed with either Bengali or English alphabets. So, the H.M.s' claim of completing the syllabi in due time can easily be confronted.

If evaluation procedure is duly followed, then how the results of the schools' terminal tests vary so much with the findings of the Achievement level Test, conducted by D.I.E.T. **!**



Time for class teaching



After receiving meal its time to go home!

1st Achievement level test

We administered Achievement level tests among students of classes III and IV in 19 schools including S.S.K.s. But the competencies judged were according to the levels of classes II and III respectively. We, the D.I.E.T. faculties, carefully prepared question papers on three major subjects (i.e. Bengali, English, and Arithmatic). Reading, writing abilities in two languages and common, minimum sense and skills in Arithmatic were examined.

We strictly adhered to the particular syllabi of the classes, while taking tests.

As arranged earlier, on fixed dates and times, we reached the primary schools. With the help of teachers, we arranged the classes for the test. For each subject, 1 hour was allotted. 20 marks were given in written tests and there were 5 marks for viva or oral tests in Bengali and English. In Arithmatic, only written examination was taken of 20 marks. Within the question-sheets, space was provided for writing answers.

On analyzing the question-cum-answer sheets in our D.I.E.T. the situation unveiled is as follow.

The total no. of students of class III, present in Achievement level test were 462.
The total no. of students of class IV, present in Achievement level test were 381.

Analysis of Achievement level test:-

Bengali:-

While checking Bengali scripts, we find out that

- Most of the handwritings are illegible.
- When we try to penetrate, we recognize that the pupil even can not write Bengali alphabets accurately.
- They are unable to write their names and the schools' names. We get sorrowful results while we scan their abilities to write words and sentences.
- They do not have any semantic concept or structural knowledge.

While taking viva, our experience is no better. We leave aside the aspects of intonation, pause, recitation etc while we listen that.

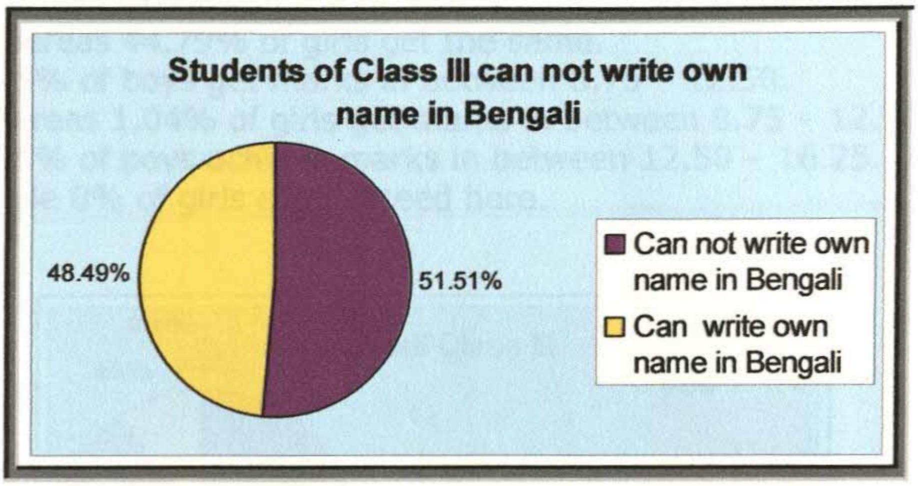
- They can not read out the words appropriately.

We apprehend that many of them even are not well acquainted with Bengali alphabets .

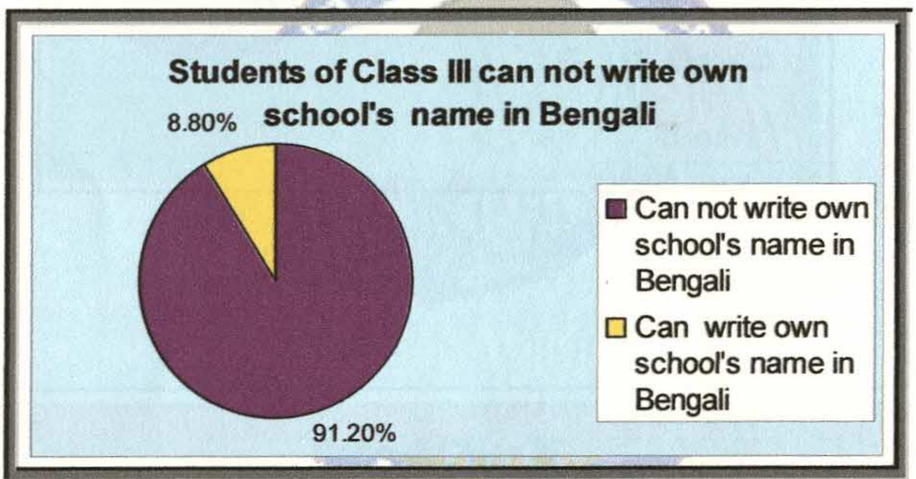
We try to provide our conclusion with statistical support:-

Class III:-

(a) 51.51% of students can not write their own names.



(b)
91.20% 0f students can not write their schools' names.

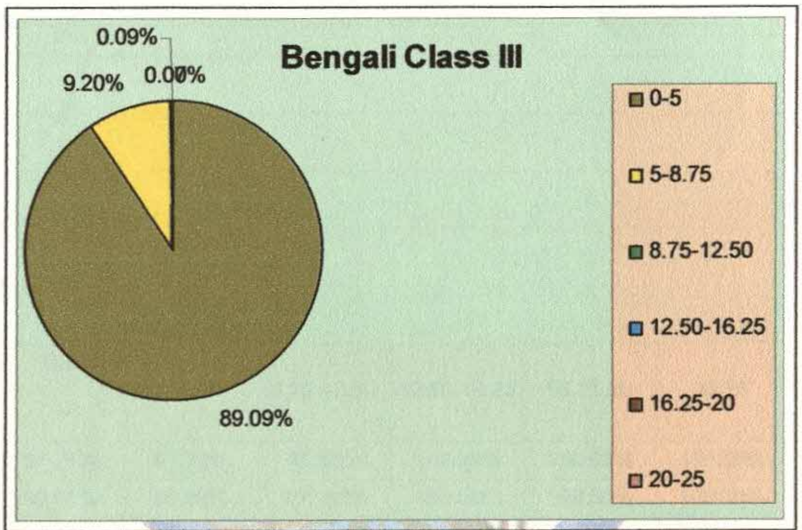


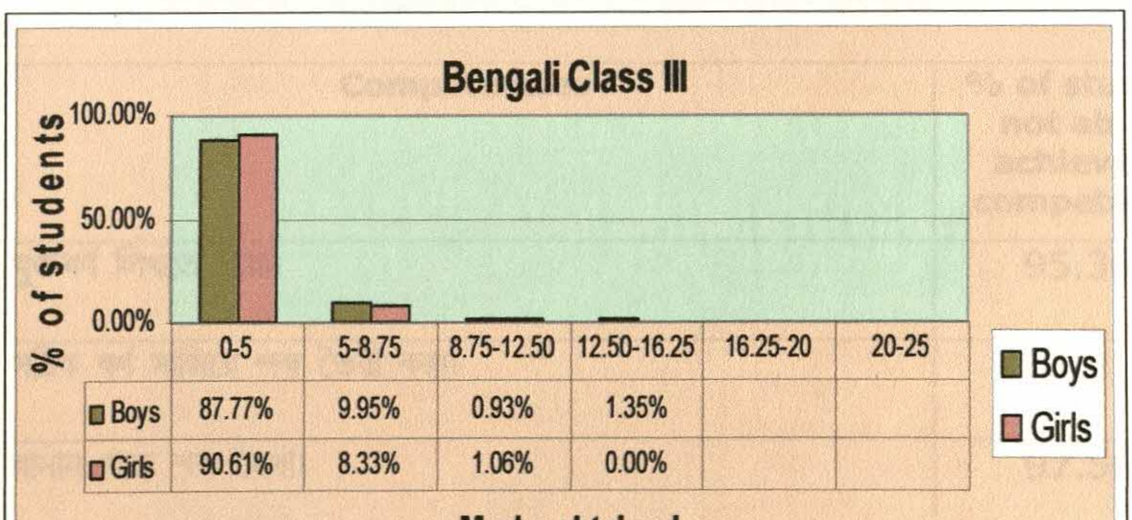
(c) % of Students according to grade (obtained marks):

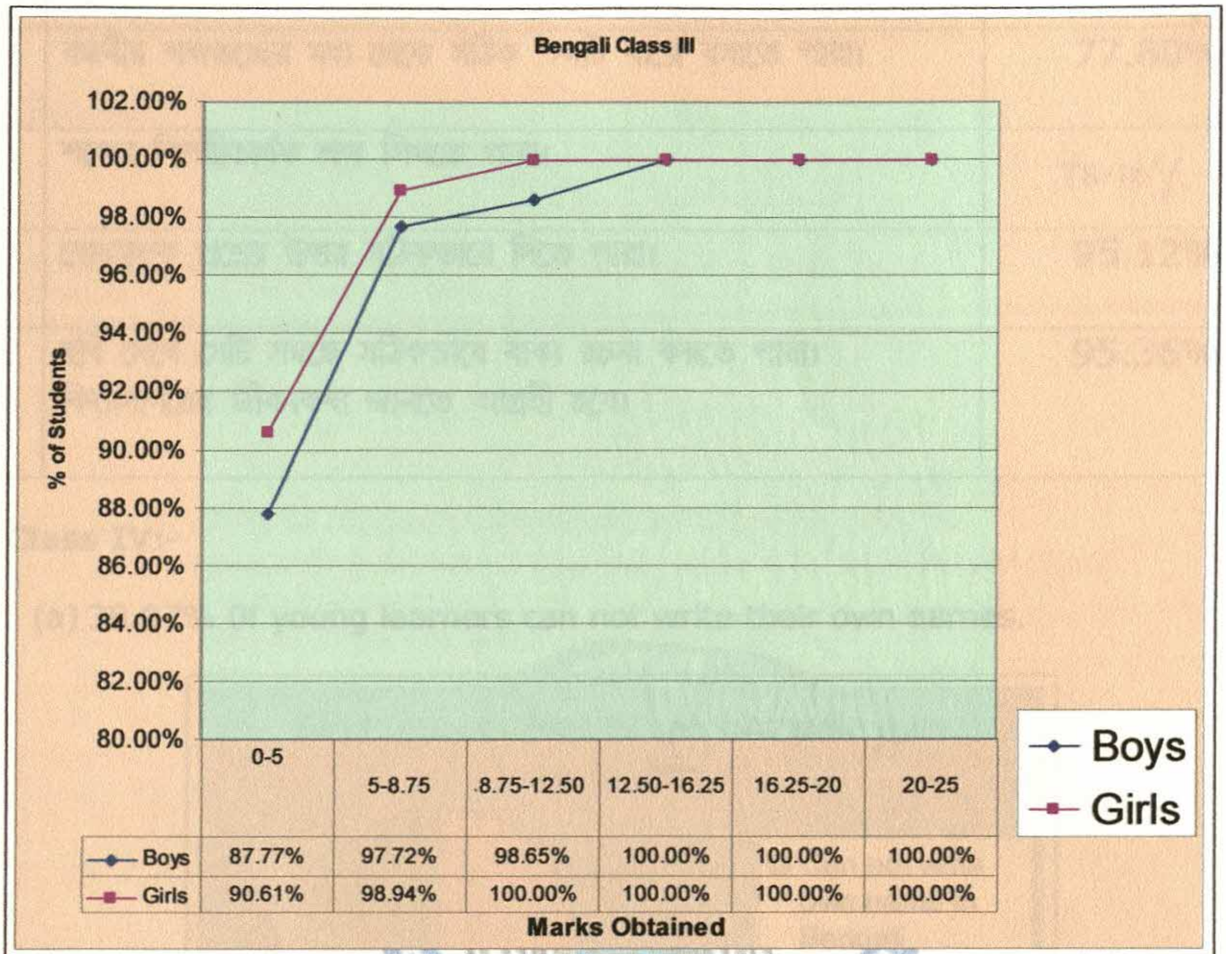
Subject	চ				ঙ	ঘ	গ	খ	ক
	0	1-2	3-5	Total 0-5	5-8.75	8.75-12.50	12.50 - 16.25	16.25 -20	20-25
Bengali Class III	46.24 %	28.57 %	14.28 %	89.09 %	9.20 %	0.09 %	0.07 %		

i. 89.09% of students get marks in between 0-5.
   But according to school records only 8.77% of students secure marks in between 0-5.
ii. 46.24% of young learners get only 0 mark.
iii. 9.20% of students acquire marks in between 5-8.75.
iv. 0.90% of students attain marks in between 8.75-12.50.

v. 0.07% of students succeed to attain marks in between 12.50 - 16.25.
vi. 87.77% of boy students acquire marks in between 0 - 5. .
 And 90.61% of girls do the same.
vii. 47.51% of boys acquire only 0.
 Whereas 44.79% of girls get the same.
viii. 9.95% of boys get marks in between 8.75 - 12.50.
 Whereas 1.04% of girls get marks in between 8.75 - 12.50.
ix. 1.35% of boys achieve marks in between 12.50 - 16.25.
 While 0% of girls can succeed here.







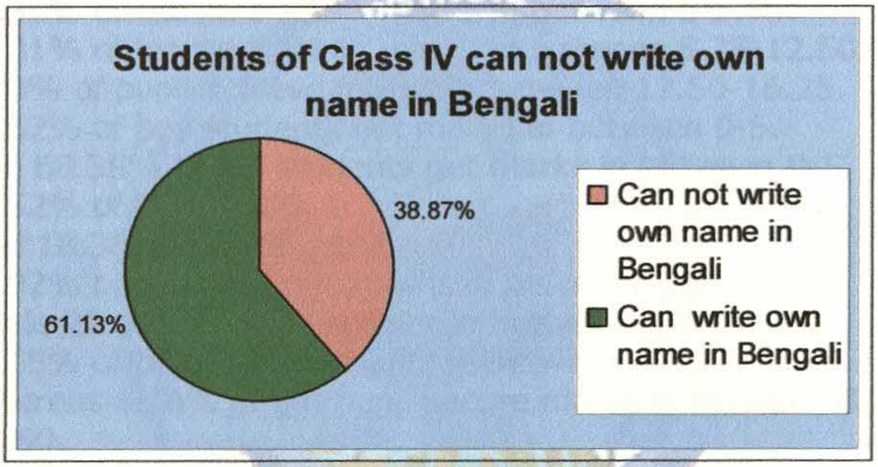
The % of students who do not achieve the following mentioned competencies of Bengali in class III

Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
১(ক)	যুক্তবর্ণ লিখতে পারা।	95.36%
১(খ)	সঠিক বর্ণ সাজিয়ে শব্দ তৈরী করা।	81.21%
১(গ)	বানান পড়ে শব্দ লেখা।	97.56%
১(ঘ)	একাধিক শব্দ সমূহ থেকে সঠিক শব্দার্থটি চিহ্নিত করতে পারা।	87.07%
১(ঙ)	শব্দগুচ্ছের মধ্যে বেমানান শব্দকে চিনতে পারা।	84.31% & 90.97%
১(চ)	সঠিক যুক্ত বর্ণ বসিয়ে শব্দ গঠন করতে পারা।	82.92%

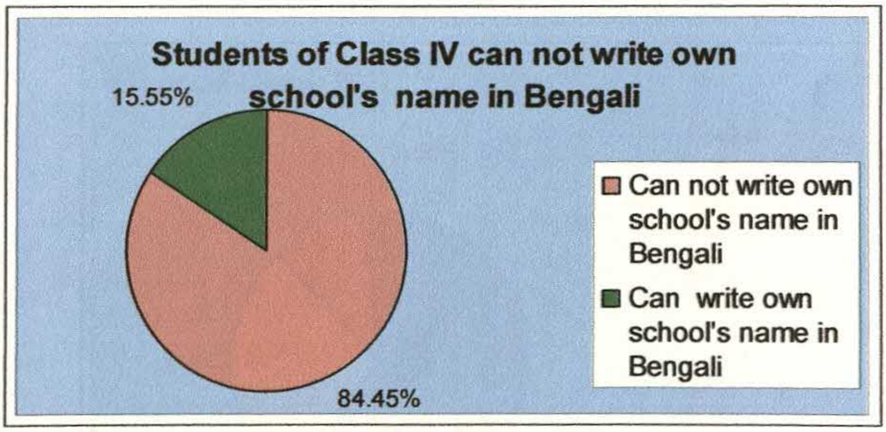
২(ক)	যুক্তাক্ষর যুক্ত শব্দ লিখতে পারা।	64.14%
২(খ)	বন্ধনীর শব্দগুচ্ছের মধ্য থেকে সঠিক শব্দটি বাক্সে বসাতে পারা।	77.80%
২(গ)	শব্দের বিপরীতার্থক শব্দ লিখতে পারা।	78·10%
৩(ক)	বোধমূলক প্রশ্নের উত্তর সঠিকভাবে দিতে পারা।	95.12%
৩(খ)	ছবি দেখে সেটি সম্বন্ধে সঠিকভাবে বাক্য রচনা করতে পারা। বিদ্যাসাগরের জীবনকথা জানতে আগ্রহী হবে।	95.36%

Class IV:-

(a) 38.87% Of young learners can not write their own names.



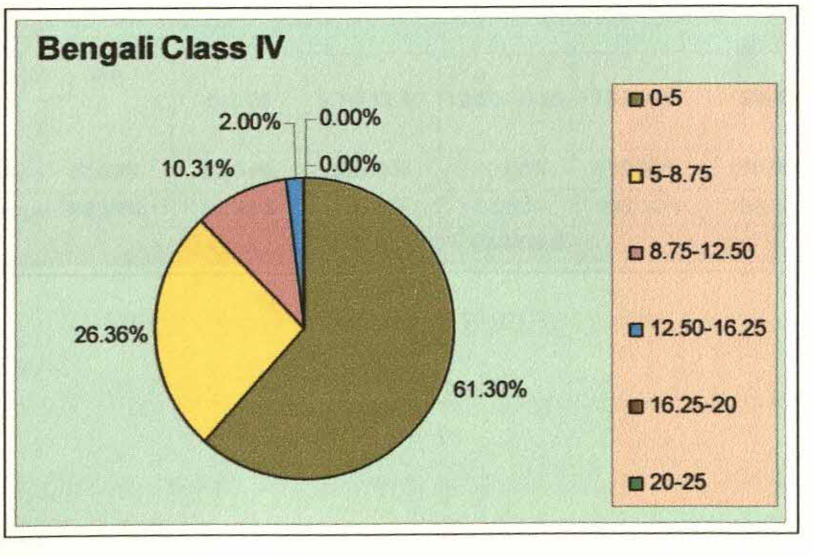
(b) 84.45% of pupil can not write their schools' names.

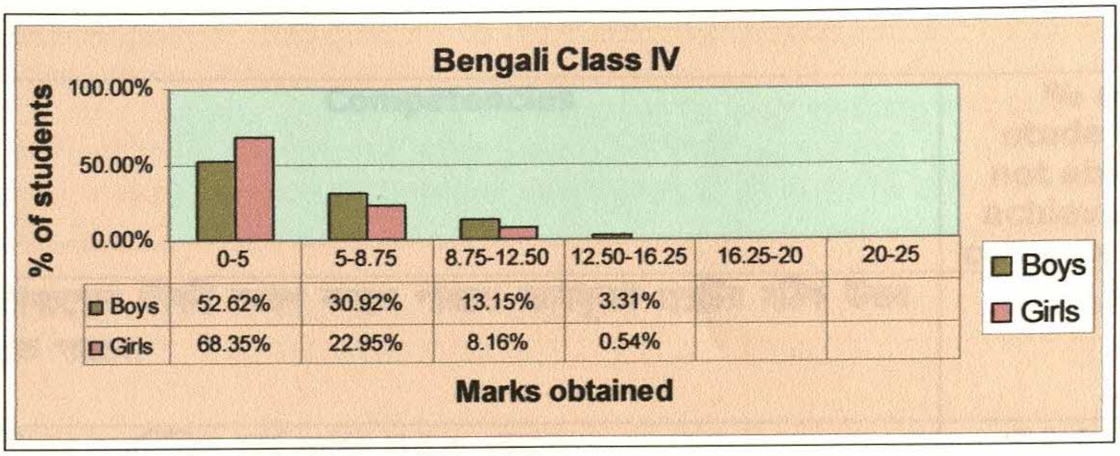


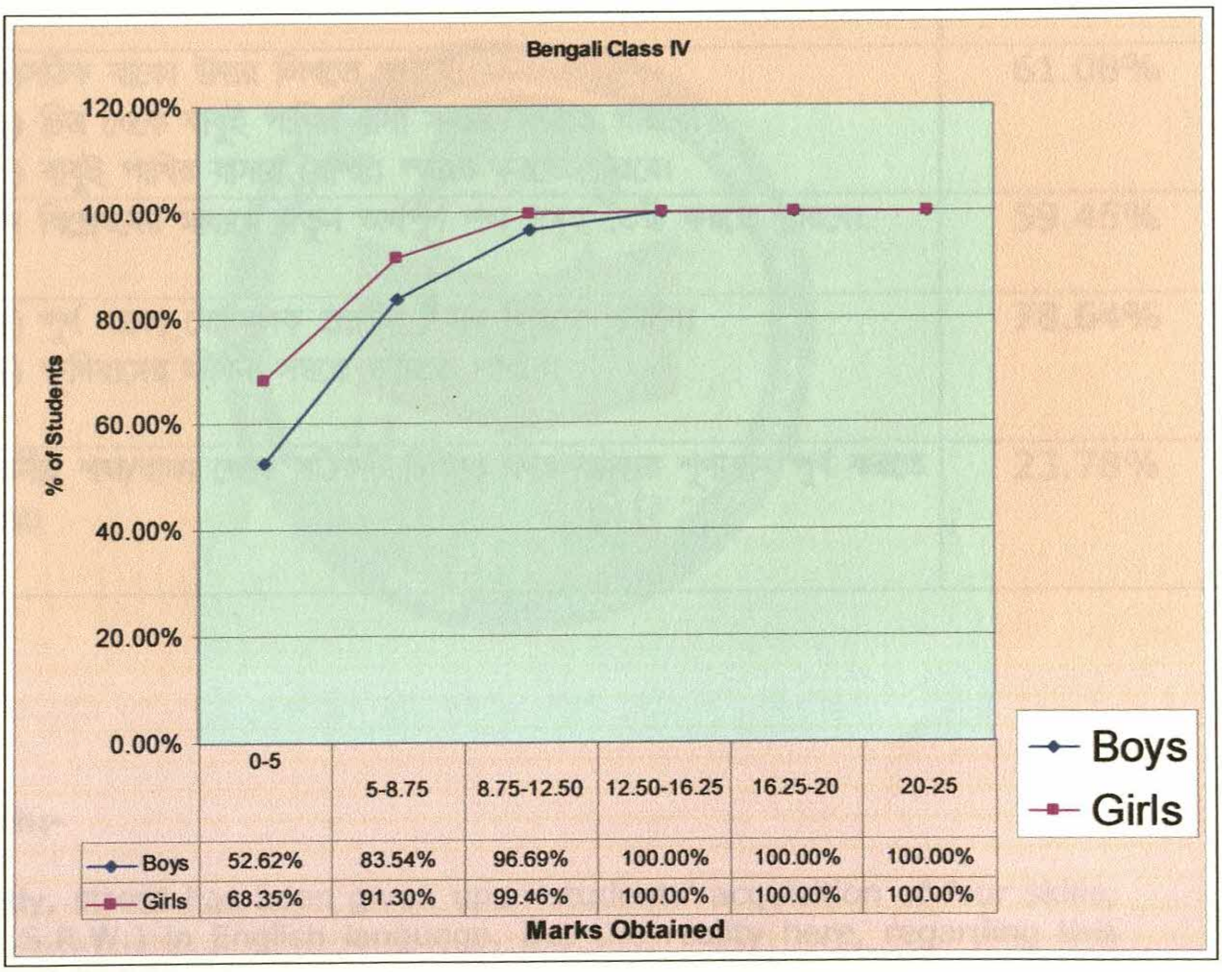
(c) % of Students according to grade (obtained marks):

Subject	চ				ঙ	ঘ	গ	খ	ক
	0	**1-2**	**3-5**	**Total 0-5**	**5-8.75**	**8.75-12.50**	**12.50 - 16.25**	**16.25 -20**	**20-25**
Bengali Class IV	14.89 %	21.20 %	25.21 %%	61.30 %	26.36 %	10.31 %	2.00 %		

i. 61.30% of students get marks in between 0-5.
But according to school records, only 7.11% of students get marks in between 0-5.
ii. 14.89% of students attain only 0 marks.
iii. 26.36% of learners attain marks in between 5-8.75.
iv. 10.31% of learners attain marks in between 8.75-12.50.
v. 0.20% of pupil achieve marks in between 12.50-16.25.
vi. 52.62% of boy students get marks in between 0-5.
And 68.35% of girl students get marks in between 0-5.
vii. 10.52% of boys get 0.
And 18.36% of girls get 0.
viii. 30.92% of boys achieve marks in between 5-8.75.
While 22.95% of girls acquire in between 5-8.75.
ix. 13.15% of boys secure marks in between 8.75 - 12.50.
Whereas 8.16% of girl pupil secure marks in between 8,75 - 12.50.
x. 3.94% of boy students get marks in between 12.50 - 16.25.
While 0.50% of girls get marks in between 12.50 - 16.25.




Bengali Class IV
% of students
100.00%
50.00%
0.00%
0-5
5-8.75
8.75-12.50
12.50-16.25
16.25-20
20-25
Boys 52.62% 30.92% 13.15% 3.31%
Girls 68.35% 22.95% 8.16% 0.54%
Marks obtained
Boys
Girls


Bengali Class IV
% of Students
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
0-5
5-8.75
8.75-12.50
12.50-16.25
16.25-20
20-25
Boys 52.62% 83.54% 96.69% 100.00% 100.00% 100.00%
Girls 68.35% 91.30% 99.46% 100.00% 100.00% 100.00%
Marks Obtained
Boys
Girls

The % of students who do not achieve the following mentioned competencies of Bengali in class IV

Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
৩(গ)	সুভাষচন্দ্রের জীবনী স্মরণ করতে পারবে। জ্ঞানমূলক প্রশ্নটির সঠিক উত্তর দিতে পারবে।	72.43%
৩(খ)	কবিতার অন্তর্নিহিত অর্থ ব্যাখ্যা করতে পারবে।	54.05%
৩(ক)	(১)সঠিক বাক্যে উত্তর লিখতে পারবে। (২) চিত্র থেকে বাবুই পাখির বাসা সনাক্ত করতে পারবে। (৩) বাবুই পাখির বাসার বৈশিষ্ট্য স্মরণ করতে পারবে।	61.08%
২(খ)	শব্দ বিশ্লেষনের মাধ্যমে নতুন অর্থপূর্ণ শব্দ সমূহ তৈরী করতে পারবে।	59.45%
২(ক)	(১) পূর্ণ বাক্যে বোধমূলক প্রশ্নটির উত্তর লিখতে পারবে। (২) ক্ষুদিরামের জীবনী সম্বন্ধে জানতে পারবে।	78.64%
১(ক) - (ঘ)	বন্ধনীর শব্দ/বাক্য থেকে সঠিকটি চিহ্নিত করে বাক্যের শূণ্যস্থান পূর্ণ করতে পারা।	23.78%

English:-

Recently, stress has been given upon students' acquisition of four skills, (i.e. L.S.R.W.) in English language. But the reality here, regarding this aspect, is awful.

- In most cases, students are even unable to write their names and schools' names.
- We wonder at the fact that some of them can not write English alphabets.
- To some students, some letters are known but nothing more can be expected from them.

  In question-paper, there is , in fact, no scope for free writing. Space is there for guided or semi-guided writing. Textual

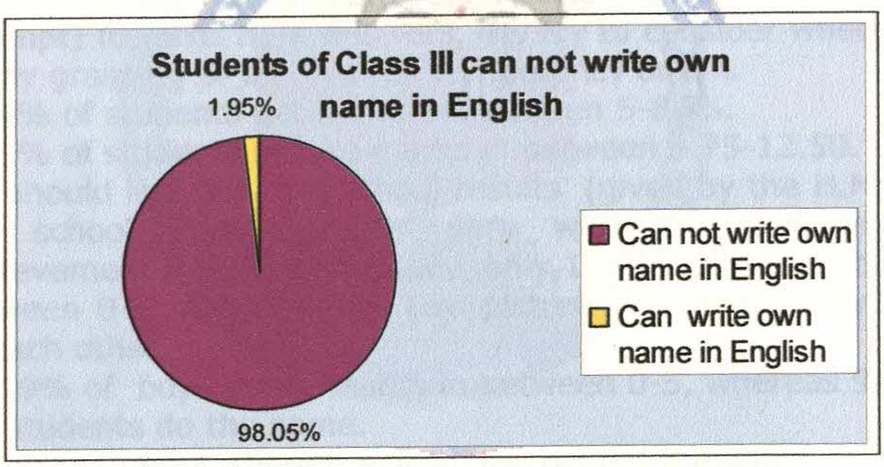
exercises and examples are closely followed in the question-pattern. So,

- Some students try to answer some questions. But their writings expose that they do not internalize the skills of the language- they just try to memorise something and abruptly manage to write something here and there.
- Nothing but pity can be aroused listening to their reading English.
- Most of them, in spite of our repeated-efforts, remained dumb.
- And a few, being a little more courageous, venture to speak out a few wrong utterances.

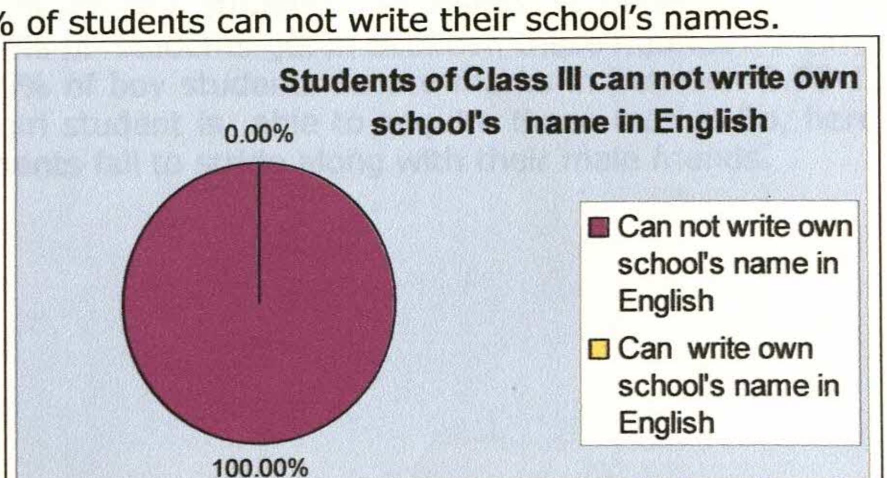
Here, on the basis of the collected data, we make an attempt to furnish our findings with relevant statistics.

Class III:-

(a) 98.05% of students can not write their names.



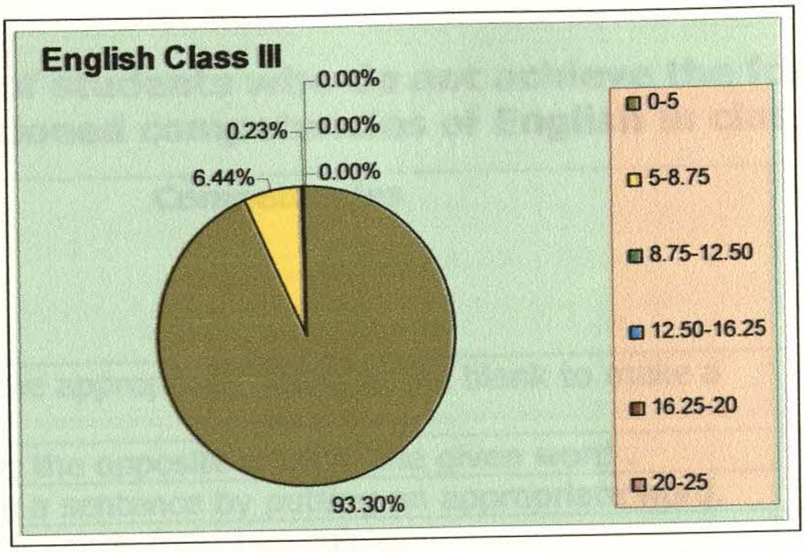
(b) 100% of students can not write their school's names.

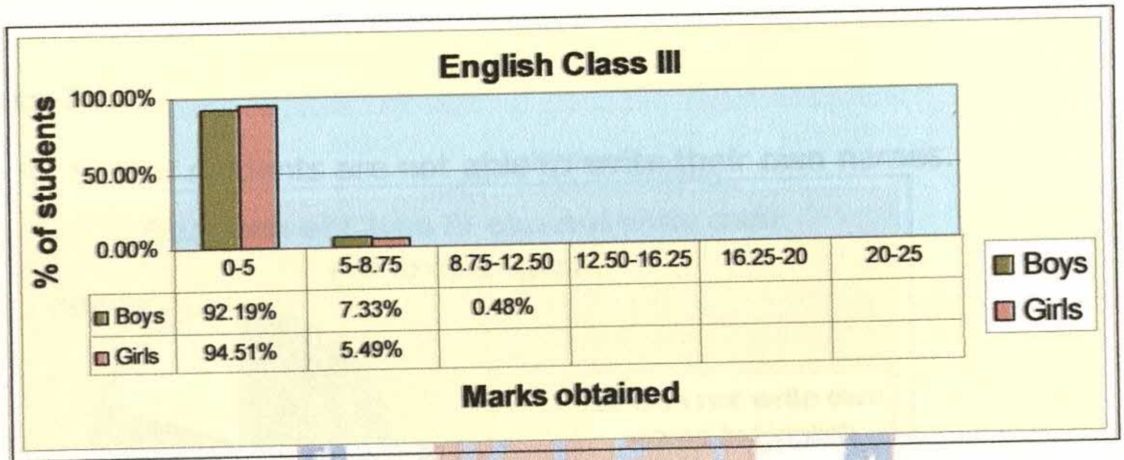


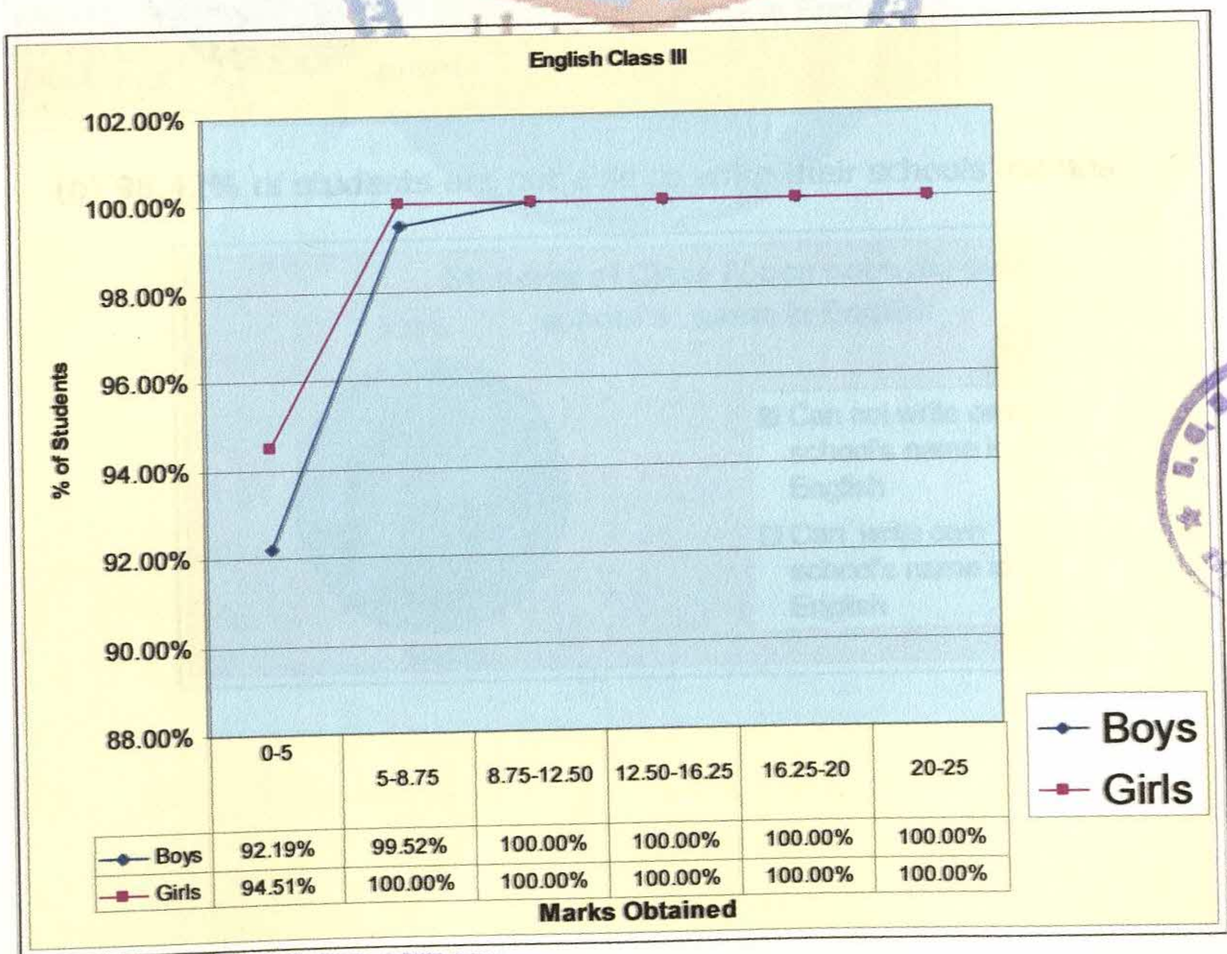
(c) % of Students according to grade (obtained marks):

Subject	চ				ঙ	ঘ	গ	খ	ক
	0	**1-2**	**3-5**	**Total 0-5**	**5-8.75**	**8.75-12.50**	**12.50 - 16.25**	**16.25 -20**	**20-25**
English Class III	30.78 %	36.99 %	25.53 %	93.3 %	6.44 %	0.23 %			

i. We wonder at the fact that some of them can not write English alphabets.
ii. To some students, some letters are known but nothing more can be expected from them.
iii. We find out that 93.30% of students get marks between 0-5. 30.78% of students acquire 0 mark.
iv. It is to be noted that rest 70% of students' achievement is not much better. Only (approx.) 1% of them can write right answers. It is true that remaining learners do not internalize the skills: they try to memorise something. They manage to write something abruptly here and there. While we examine the answer sheets, we bestow number, wherever there is attempt (even not successful attempt) towards right answers. We try to consider whether there is any grasping of the desired competency or not.
v. 6.44% of students get marks in between 5-8.75.
vi. 0.23% of students secure marks in between 8.75-12.50.
vii. We should indicate that school results' (given by the H.M.s during our school visits) greatly vary with the findings of the Achievement level test. Actually, only 11.01% of students score in between 0-5 marks. These two pictures are completely opposite to each other.
viii. 92.19% of boys attain marks in between 0-5, whereas 94.47% of girl students do the same.
ix. So, girl students, though a little, lag behind the boys.
x. 7.33% of boy students get marks in between 5-8.75 whereas 5.47% of students get in between these figures.
xi. 0.45% of boy students secure marks in between 8.75-12.50. But no girl student is able to acquire these marks. So, here also girl students fail to stride along with their male friends.


English Class III
0.00%
0.23%
0.00%
6.44%
0.00%
93.30%
0-5
5-8.75
8.75-12.50
12.50-16.25
16.25-20
20-25


English Class III
% of students
100.00%
50.00%
0.00%
0-5
5-8.75
8.75-12.50
12.50-16.25
16.25-20
20-25
Boys 92.19% 7.33% 0.48%
Girls 94.51% 5.49%
Marks obtained
Boys
Girls

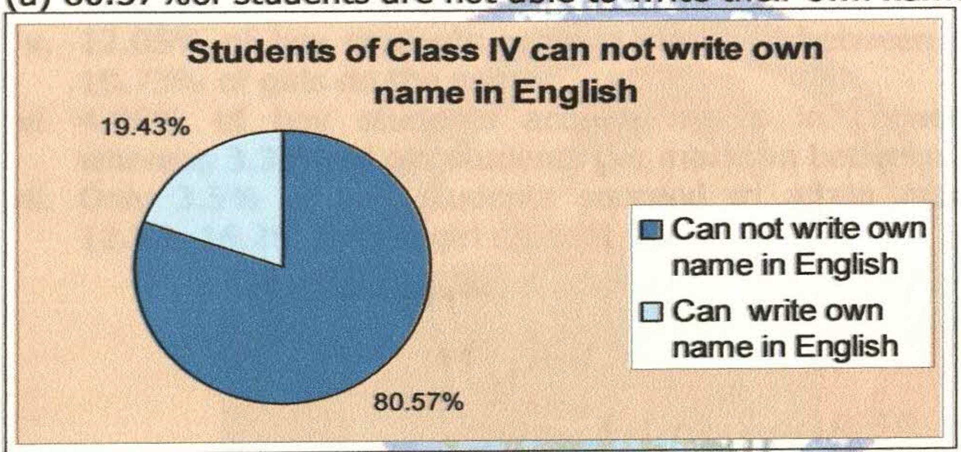

English Class III
% of Students
102.00%
100.00%
98.00%
96.00%
94.00%
92.00%
90.00%
88.00%
0-5
5-8.75
8.75-12.50
12.50-16.25
16.25-20
20-25
Boys 92.19% 99.52% 100.00% 100.00% 100.00% 100.00%
Girls 94.51% 100.00% 100.00% 100.00% 100.00% 100.00%
Marks Obtained
Boys
Girls

The % of students who do not achieve the following mentioned competencies of English in class III

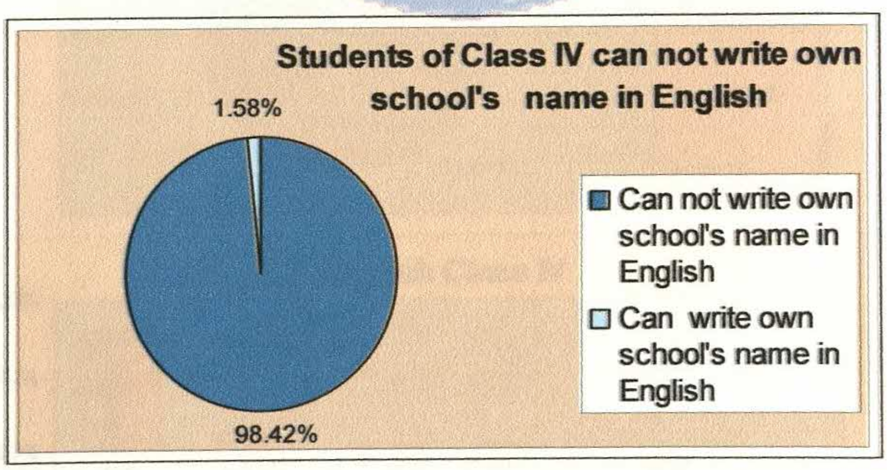
Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
1	Able to put the appropriate letter in the blank to make a word.	76.08%
2	Able to write the opposite word of the given word .	99.7%
3	Able to make a sentence by putting an appropriate word.	83.28%
4	Able to match words from two columns.	32.85%

Class-IV:-

(a) 80.57%of students are not able to write their own names.



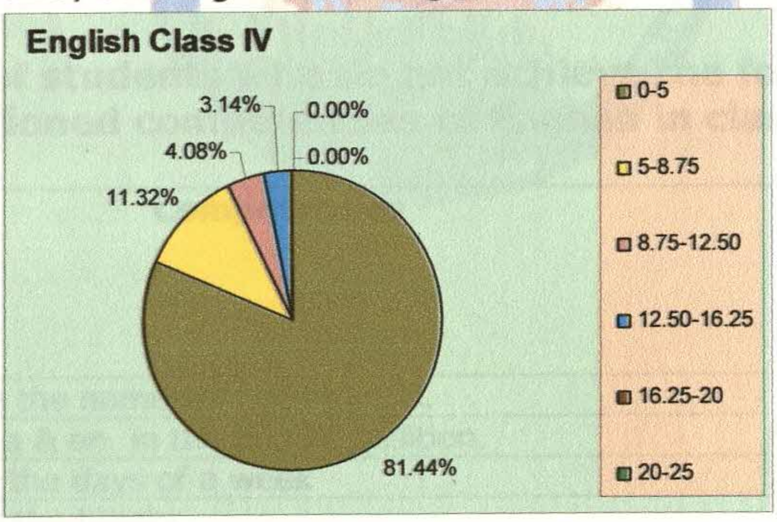
(b) 98.42% of students are not able to write their schools' names.

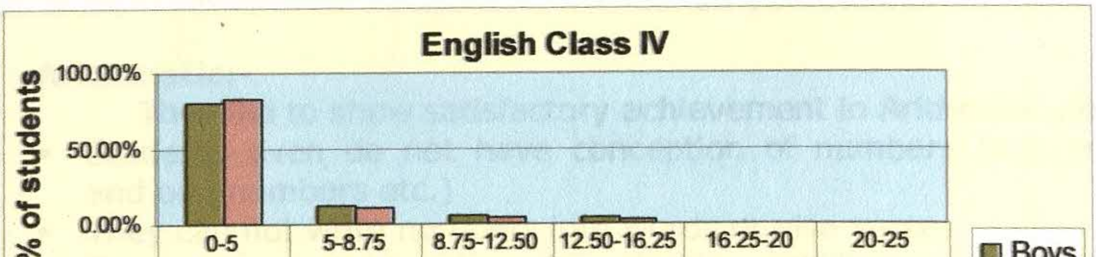


(c) % of Students according to grade (obtained marks):

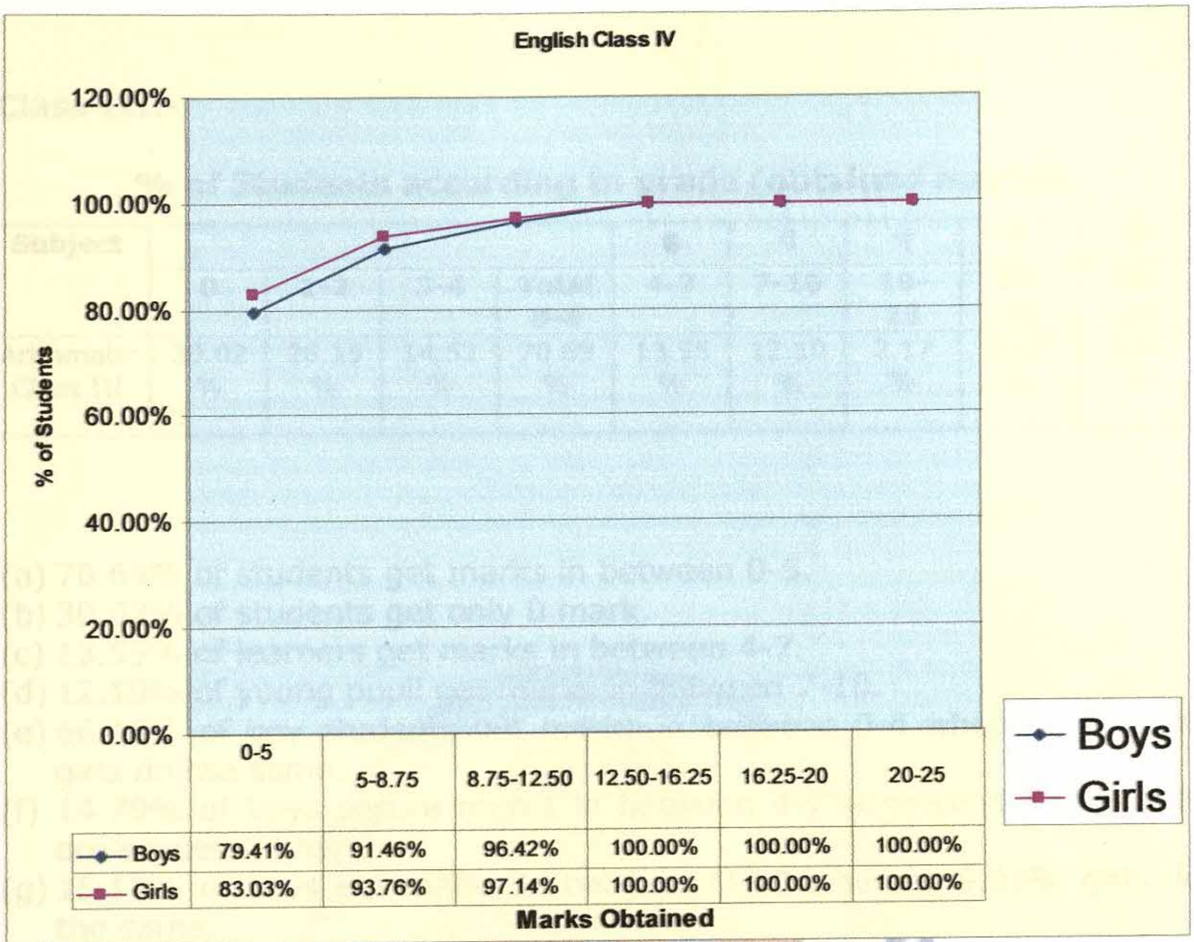
Subject	চ				ঙ	ঘ	গ	খ	ক
	0	**1-2**	**3-5**	**Total 0-5**	**5-8.75**	**8.75-12.50**	**12.50 - 16.25**	**16.25 -20**	**20-25**
English Class IV	38.05 %	19.81 %	23.58 %	81.44 %	11.32 %	4.08 %	3.14 %		

i. 81.44% of students get marks in between 0-5.
ii. 38.05% of students can attain only 0 mark.
iii. It must be pointed out discretely that rest about 40% of students are not much better. They are not able to internalize the skills.They are just partially capable of writing partially right answers.
iv. 79.41% of boy students attain marks in between 0-5, whereas 83.03% of girl students secure marks in between 0-5.
v. 12.05% of boy students achieve marks in between 5-8.75 whereas 10.73% of girls do the same.
vi. 4.96% of boy students acquire marks in between 8.75-12.50, whereas 3.38% of girl students get marks in between 8.75-12.50.
vii. Only 3.5% of boy students succeed to attain marks in between 12.50- 16.25; but no girl student figures within.





	0-5	5-8.75	8.75-12.50	12.50-16.25	16.25-20	20-25
Boys	79.41%	12.05%	4.96%	3.58%		
Girls	83.03%	10.73%	3.38%	2.86%		



The % of students who do not achieve the following mentioned competencies of English in class IV

Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
1	Able to write the names of the months.	66.01%
2	Able to use a & an in the proper position.	40.84%
3	Able to rank the days of a week	66.33%
4	Able to fill in the blanks.	79.08%

Arithmatic:-

They fail to show satisfactory achievement in Arithmatic also.

- Students even do not have conception of numbers (e.g. even and odd numbers etc.)
- They can not write numbers into words or vise versa.
- They are unable to do simple addition, subtraction, multiplication.
- Is there any early sign of love for Arithmatic- that zeal for reasoning ? – The sad but sure answer is "No".

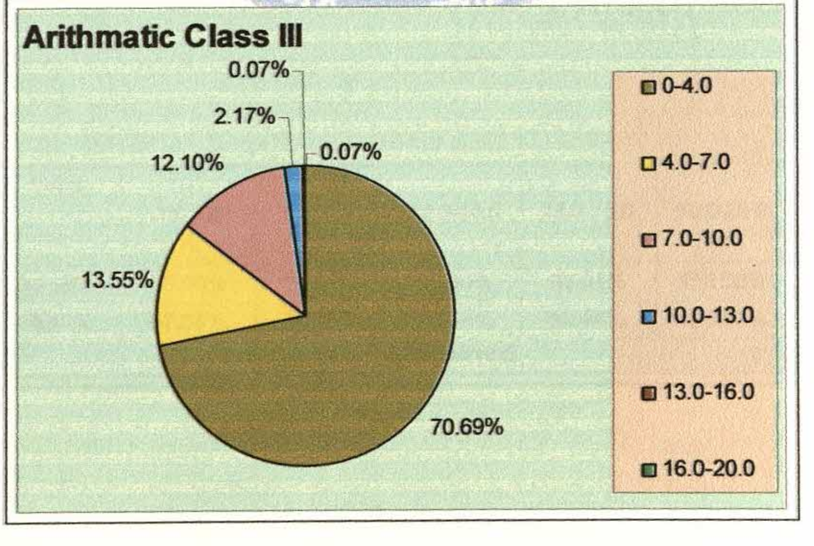
Here are statistical backups : -

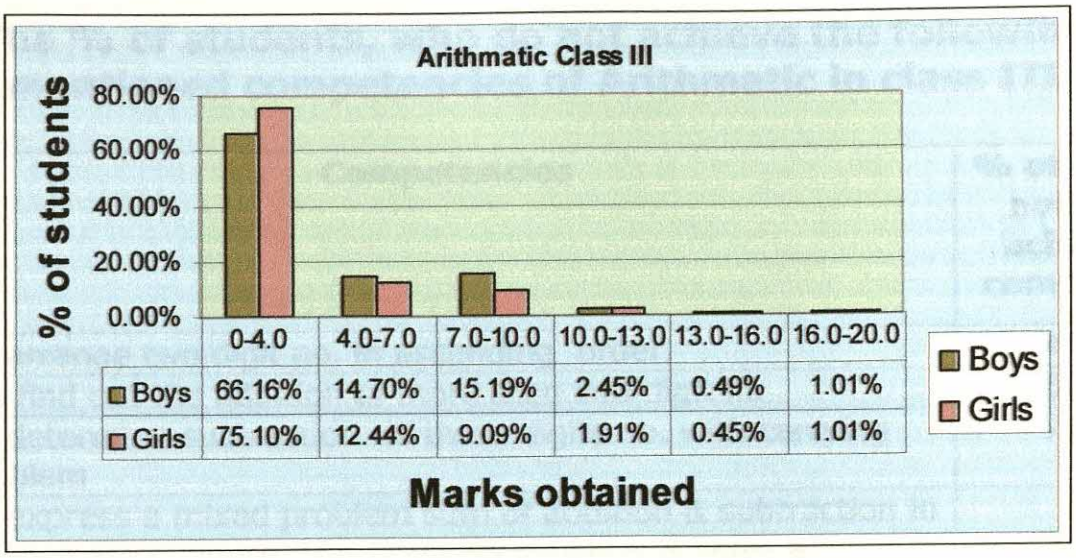
Class III:-

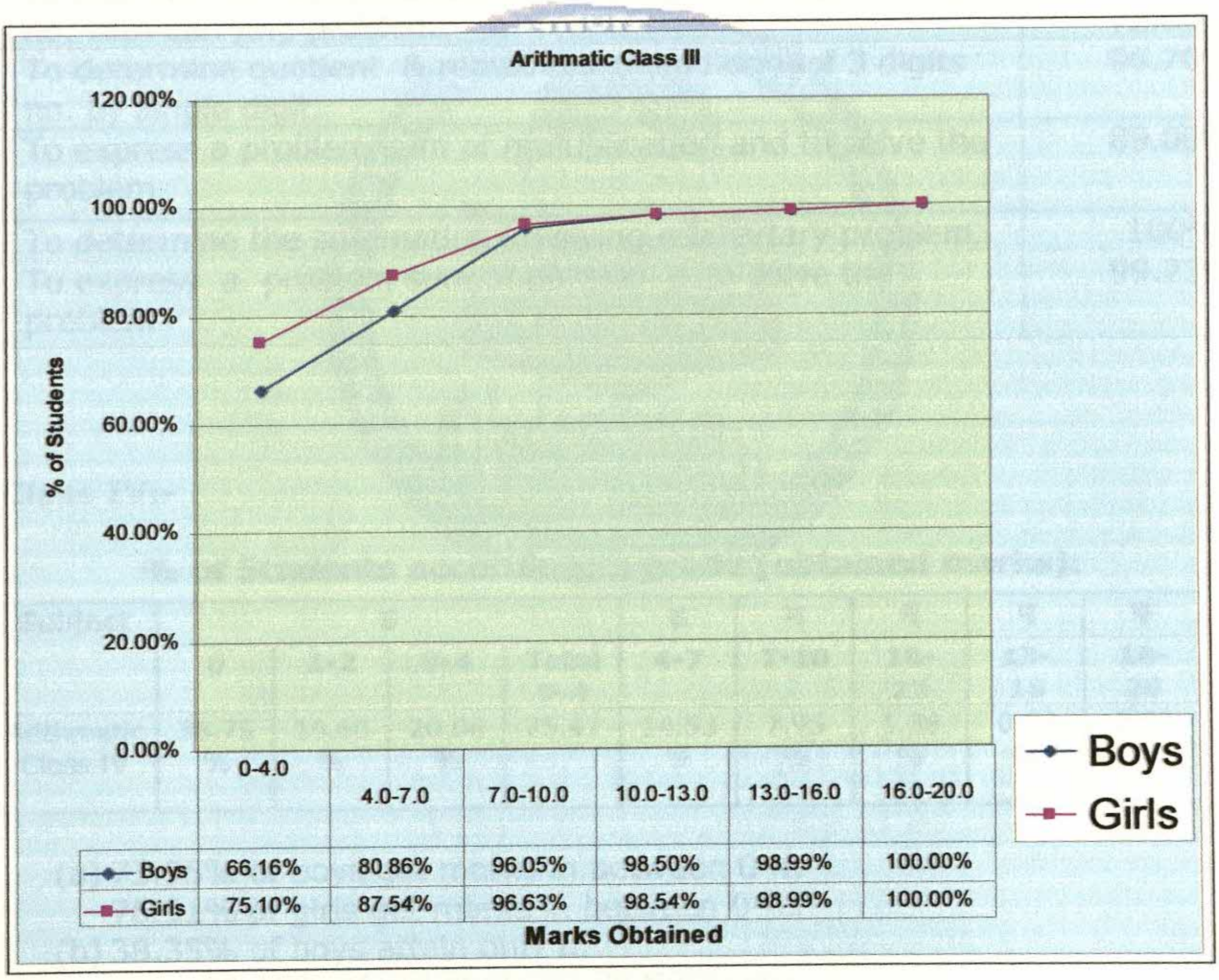
% of Students according to grade (obtained marks)

Subject	চ				ঙ	ঘ	গ	খ	ক
	0	1-2	3-4	Total 0-4	4-7	7-10	10-13	13-16	16-20
Arithmatic Class III	30.02 %	26.15 %	14.52 %	70.69 %	13.55 %	12.10 %	2.17 %	0.07 %	0.07 %

(a) 70.69% of students get marks in between 0-5.
(b) 30.02% of students get only 0 mark.
(c) 13.55% of learners get marks in between 4-7.
(d) 12.10% of young pupil get marks in between 7-10.
(e) 66.16% of boy students get marks in between 0-4 whereas 75.10% girls do the same.
(f) 14.70% of boys secure marks in between 4-7 whereas 12.44% girls are successful here.
(g) 15.19% of boys get marks in between 7-10 whereas 9.09% girls do the same.
(h) 2.45% of boys acquire marks in between 13-16, while 1.91% girl succeed here.
(i) 0.49% of boys achieve marks in between 13-16, while 0.25% girls are successful here.
(j) 1.47% of boys get marks in between 16-20. No girl student figures within.




Arithmatic Class III
% of students
80.00%
60.00%
40.00%
20.00%
0.00%
0-4.0
4.0-7.0
7.0-10.0
10.0-13.0
13.0-16.0
16.0-20.0
Boys 66.16% 14.70% 15.19% 2.45% 0.49% 1.01%
Girls 75.10% 12.44% 9.09% 1.91% 0.45% 1.01%
Marks obtained
Boys
Girls


Arithmatic Class III
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
% of Students
0-4.0
4.0-7.0
7.0-10.0
10.0-13.0
13.0-16.0
16.0-20.0
Boys 66.16% 80.86% 96.05% 98.50% 98.99% 100.00%
Girls 75.10% 87.54% 96.63% 98.54% 98.99% 100.00%
Marks Obtained
Boys
Girls

The % of students, who do not achieve the following mentioned competencies of Arithmatic in class III

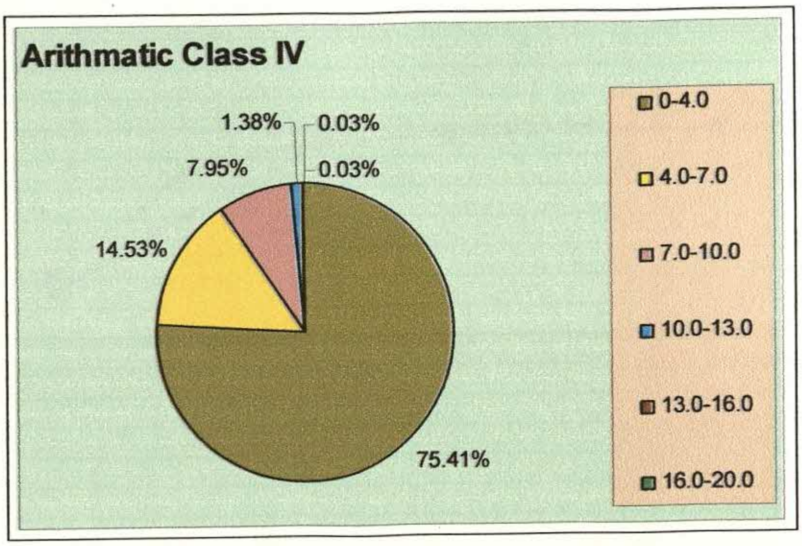
Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
1	To arrange two digit no. in ascending order.	45.93%
2	To find out the addition of more than two digit no	65.48%
3	To determine subtraction of three digits no. with carrying problem	71.31%
4	To express a mixed problem sum of addition & subtraction in mathematical figure, use brackets properly & solve a problem sum.	75.12%
5	To find out the multiplication of three digits no. by one digit no. with carrying problem.	72.58%
6	To determine quotient & remainder of addition of 3 digits no. by single digit.	96.70%
7	To express a problem sum of multiplication and to solve the problem	89.08%
8	To determine the summation involving moneytary problem.	100%
9	To express a problem sum of division & to solve the problem	99.23%

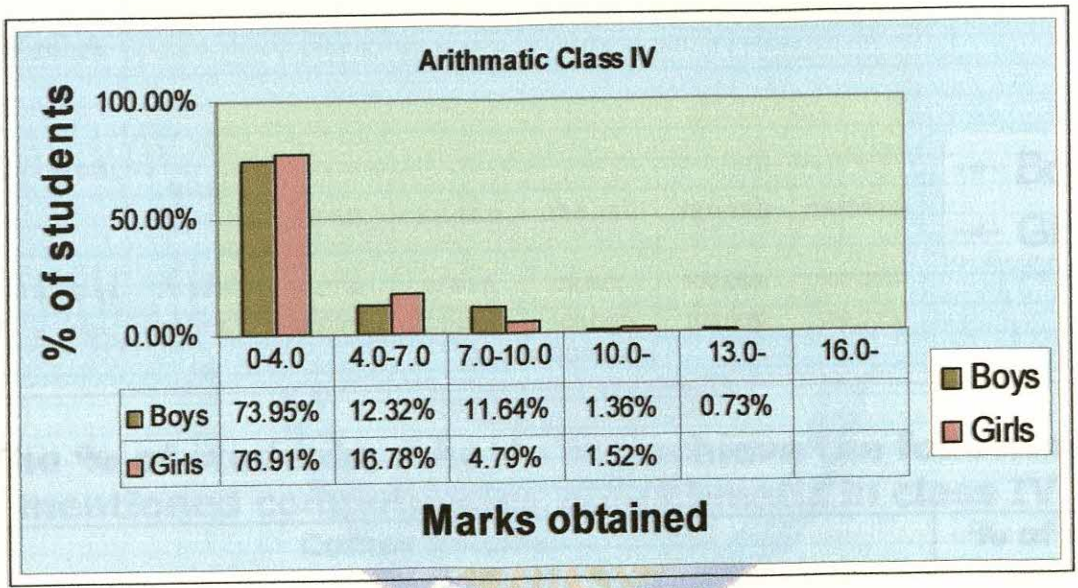
Class IV:-

% of Students according to grade (obtained marks):

Subject	চ				ঙ	ঘ	গ	খ	ক
	0	1-2	3-4	Total 0-4	4-7	7-10	10-13	13-16	16-20
Arithmatic Class IV	38.75 %	16.60 %	20.06 %	75.41	14.53 %	7.95 %	1.38 %	0.03 %	0.03 %

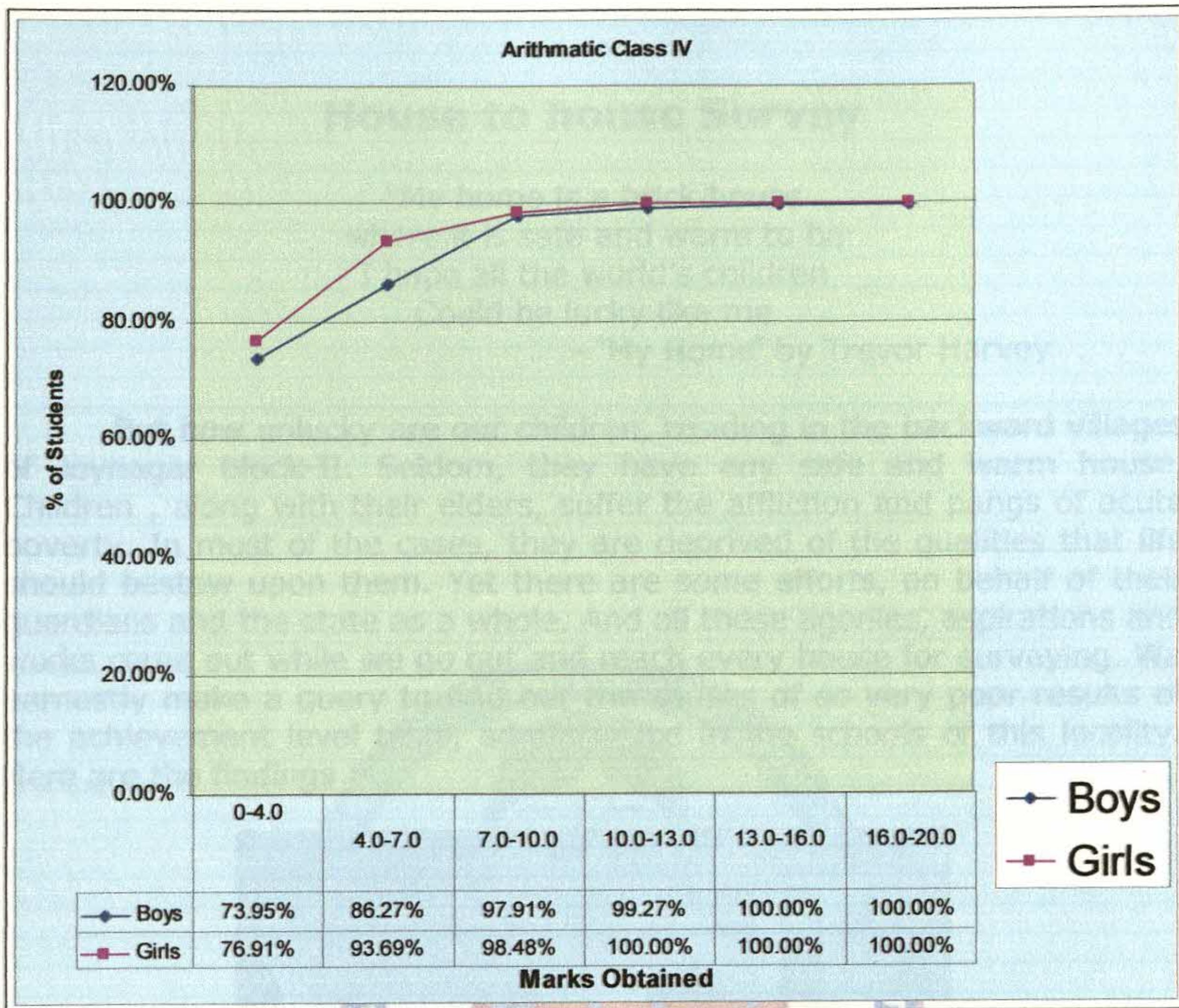
(a) 73.95% of boys get marks in between 0-4.
76.91% of girls get marks in between 0-4.
(b) 38.35% of boys attain only 0.
39.16% of girl students do the same.
(c) 12.32% of boy students acquire marks in between 4-7.
16.78% of girl students acquire marks in between 4-7.
(d) 11.64% of boy students achieve marks in between 7-10.
4.19% of girls achieve marks in between 7-10.
(e) 0.68% of boy students succeed to acquire marks in between 13-16.
No girl figures within.







Students appear in the Achievement Test



The % of students, who do not achieve the following mentioned competencies of Arithmatic in class IV

Ques-Tion no.	Competencies	% of students, not able to achieve the competencies
1	To write six digits no. in words.	72.69%
2	To write six digits no. from words to figure.	65.33%
3	To recognize prime no. & write prime no. from a series of no.	89.57%
4	a. To write lowest no. of 5 digits & highest no. 4 digits & to find the difference between smallest of 5 digits & highest no. of 4 digits. b. Subtraction of 5 digits no. with carrying problem.	83.12%
5	To find out the factors of a no. & to write the factors of a no.	90.18%
6	To find out the prime factors of a no. & to decompose a no. into prime factors.	98.46%
7	To write mixed fraction in words	90.18%
8	To add decimal fraction	76.99%
9	To find out the relation between hour, minutes & seconds and transfer from hour to minutes, seconds	98.15%
10	To find out the relation between year, month & days and transfer from days to year, month &days	98.46%

House to house Survey

"My home is a brick house
where it is safe and warm to be
I hope all the world's children
Could be lucky like me
– 'My Home' by Trevor Harvey

But how unlucky are our children, residing in the backward villages of Joynagar block-II. Seldom, they have any safe and warm house. Children , along with their elders, suffer the affliction and pangs of acute poverty. In most of the cases, they are deprived of the qualities that life should bestow upon them. Yet there are some efforts, on behalf of their guardians and the state as a whole. And all these agonies, aspirations and works come out while we go out and reach every house for surveying. We earnestly make a query to find out the causes of so very poor results of the achievement level tests, administered in the schools of this locality. Here are the findings :-

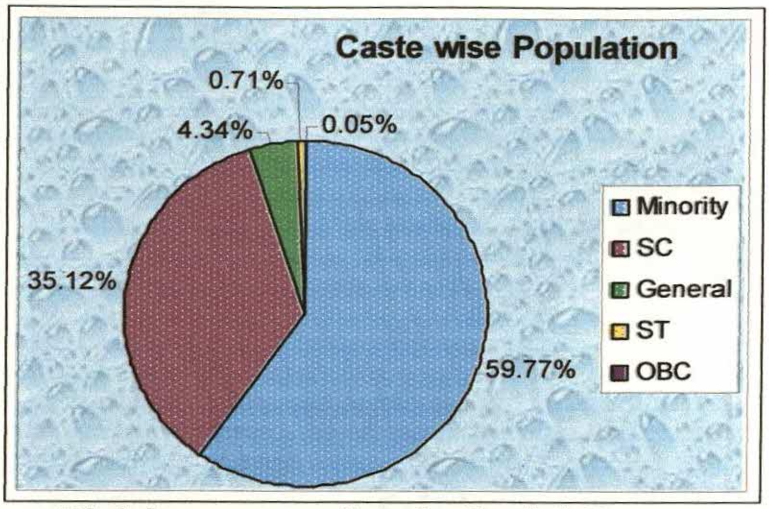


The dwellings

Findings:-

a. Divisions according to Social Groups :-

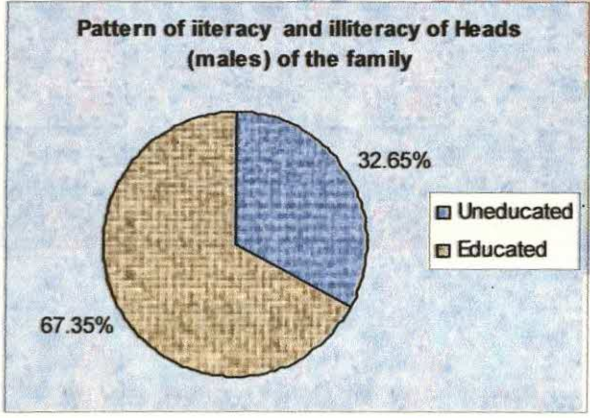
Within the periphery of survey, we find **3684** families, living in this area. If we divide them according to social groups, we may point out, 59.77%, 35.12%, 4.34%, 0.71% and 0.05% of families belong to Minority community, SC, General, ST and OBC categories respectively. Hence, we can easily conclude that this under privileged area is largely inhabited by Minorities or Muslims followed by Scheduled Castes.

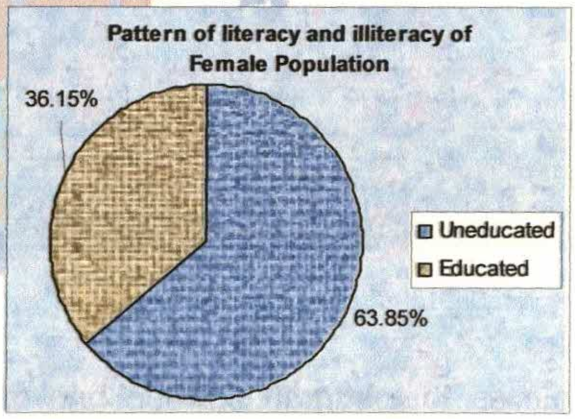


Divisions according to Social Groups

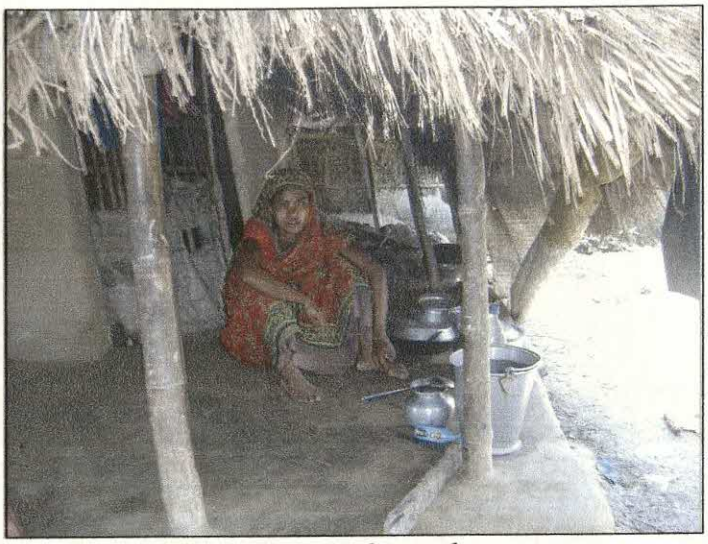
b. Educational Status of the Heads of the Families :-

Male :- Here, total numbers of populations are 20,710. Now, if we scan the educational status of the Heads (Males) of the families we come upon the fact that illiterate persons constitute 32.66% of the total number and the rest 67.34% are educated; among the educated fellows literate, educated up to class V, Madhyamik passed, H.S. passed, Graduate and Post Graduate fellows are 36.43%, 23.70%, 5.43%, 0.79%, 0.90% and 0.11% respectively.



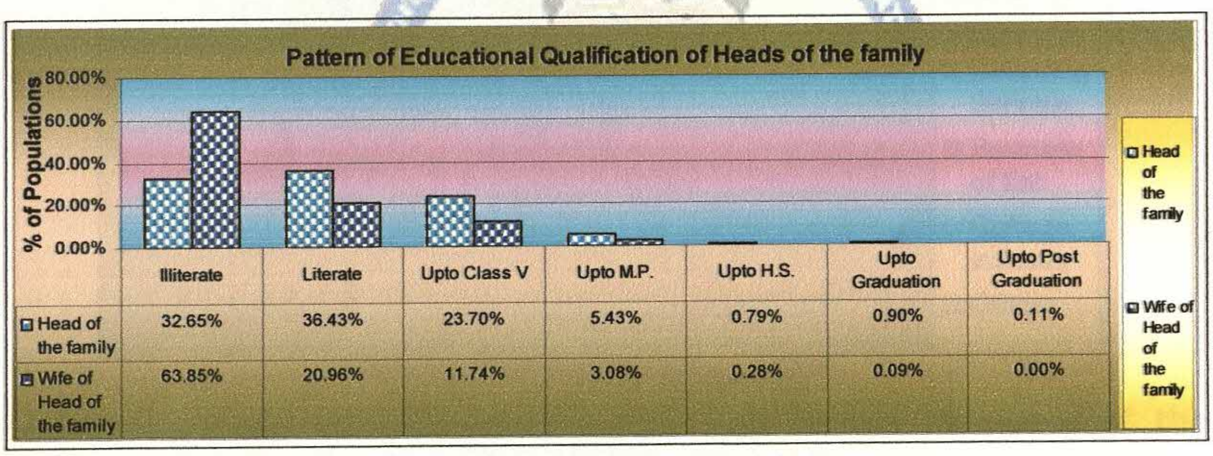


Female:- But, if we compare the female literacy rate of this area with that of all India, result becomes of awful. These remote eight villages lag far behind; 63.84% of mothers or house wives, here, can not boast of literacy or education.



An uneducated mother

It is to be noted that while in South 24 Parganas District male & female literate persons are 77.94% and 56.15% of the total male and female population respectively, in Joynagar II block male literate persons and female literate fellows constitute of 72.08% and 45.35% of the total male and female population of the locality respectively.



	Illiterate	Literate	Upto Class V	Upto M.P.	Upto H.S.	Upto Graduation	Upto Post Graduation
Head of the family	32.65%	36.43%	23.70%	5.43%	0.79%	0.90%	0.11%
Wife of Head of the family	63.85%	20.96%	11.74%	3.08%	0.28%	0.09%	0.00%

c. Livelyhood :-

If we look through the families to find out the numbers of earning members, we get the following information:-



Agriculture



Fishing

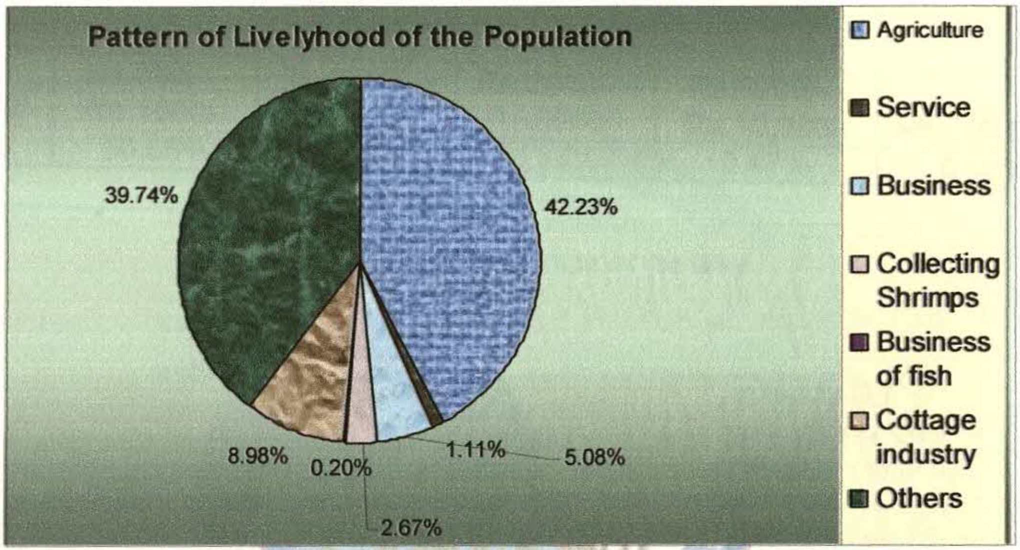


Zari/Sequins work



Family business

Agriculture	Service	Business	Collecting Shrimps	Business of fish	Cottage industry	Others
42.23%	1.11%	5.08%	2.67%	0.20%	8.98%	39.74%



So, in these villages, usually male and female members of the families strive together to sustain their house holds.

The mouth of the Ganges is nearby. The region is the extension of the world-famous delta. But people harvest one crop a year from the fields. Though 42.23%% of the total number of families are engaged in works related to Agriculture yet they have to do other activities also to attain meagre meal daily. Even children get involved in these jobs. Service, Business, Cottage industry/ manufacturing, Catching shrimps, Fish business are the occupations of 1.11%, 5.08%, 8.98%, 2.67%, 0.20% of families respectively. 39.74% of families are engaged in doing other jobs like those of daily labours, house building , Jari/sequins works e.t.c.

d. Monthly Income :-

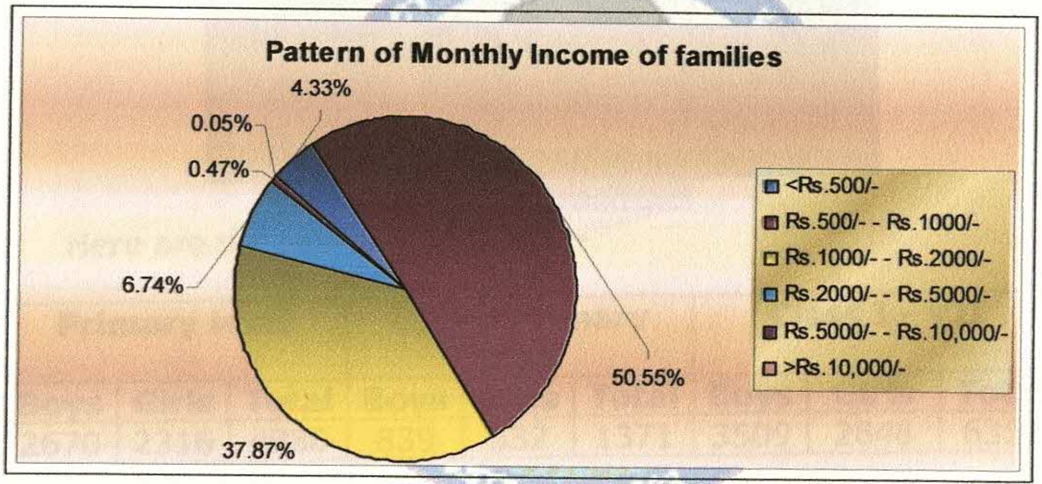
Our people of this locality are not idle; they do hard work, often excessive work. But they are not fortunate to earn adequate to live

a decent life. **92.69% of the total number of families earn less than Rs. 2,000/- per month.**



A home where poverty prevails

<Rs.500/-	Rs.500/- - Rs.1000/-	Rs.1000/- - Rs.2000/-	Rs.2000/- - Rs.5000/-	Rs.5000/- - Rs.10,000/-	>Rs.10,000/-
4.33%	50.55%	37.87%	6.74%	0.47%	0.05%



But, Goddess of hope does not leave us even in this apparently hopeless, poverty-stricken area. When we scan the educational scenario, we are able to recognize flickers of light, visible amidst the gloomy darkness here.

e. Pattern of Children's age group :-

5-10 years			10-14 years			5-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2466	2249	4715	1328	1135	2463	3794	3384	7178

22.76% of the total number of boys and girls are aged between 5-10 years. 11.89% of the total number of boys and girls are aged between 10-14 years. 34.65% of the total number of children belong to 5-14 years age group. Among them 52.85% are boys and the rest (i.e. 47.14%) are girls.

f. Educational attainment of the children :-

Let us come to a bright aspect of life; most of the children go to schools. They need food; MDM is undoubtedly a strong motivation. But they come within the periphery of the wide angled vision of education. They are under the roofs of their schools. They should learn to hope that 'sky is the limit'.



School only for food......!

Here are the relevant statistics:-

Primary level			Upper Primary level			Class I - VII		
Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
2670	2316	4986	839	532	1371	3509	2848	6357

11.43% of total children never went to school.

Reasons for drop-out according to the guardians' opinion :-

i. Children do household works



working as shepherds



busy with household chores

ii. Children have to help in household occupations / professions.



farming



child labour

iii. Distance of schools from their homes seem too much to them.
iv. They feel no urge for education



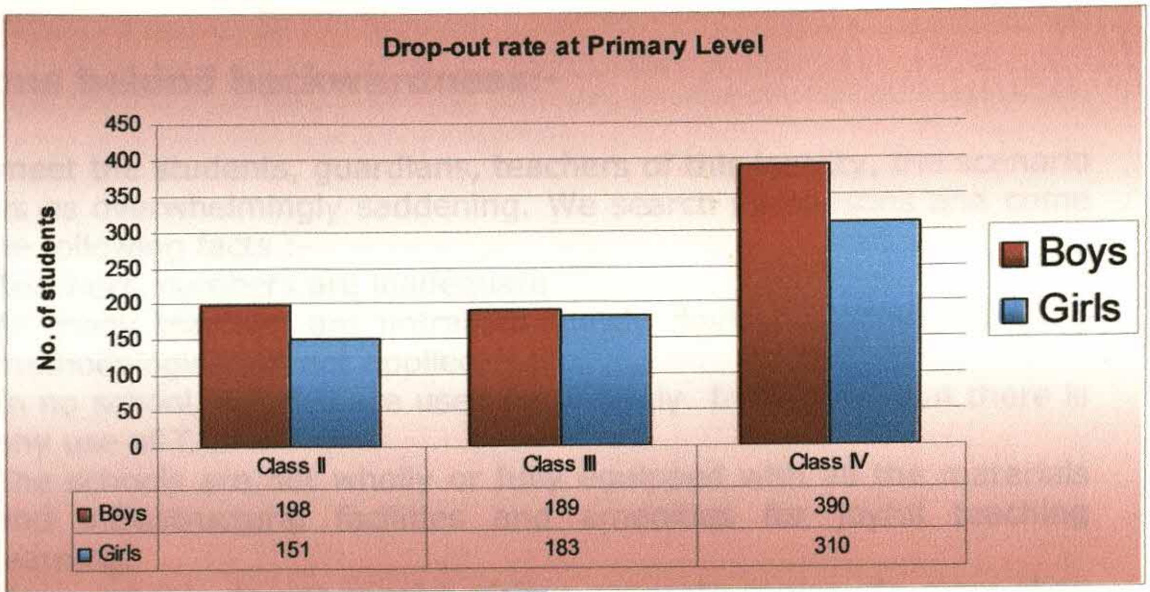
life as an aimless wanderer



no urge for schooling

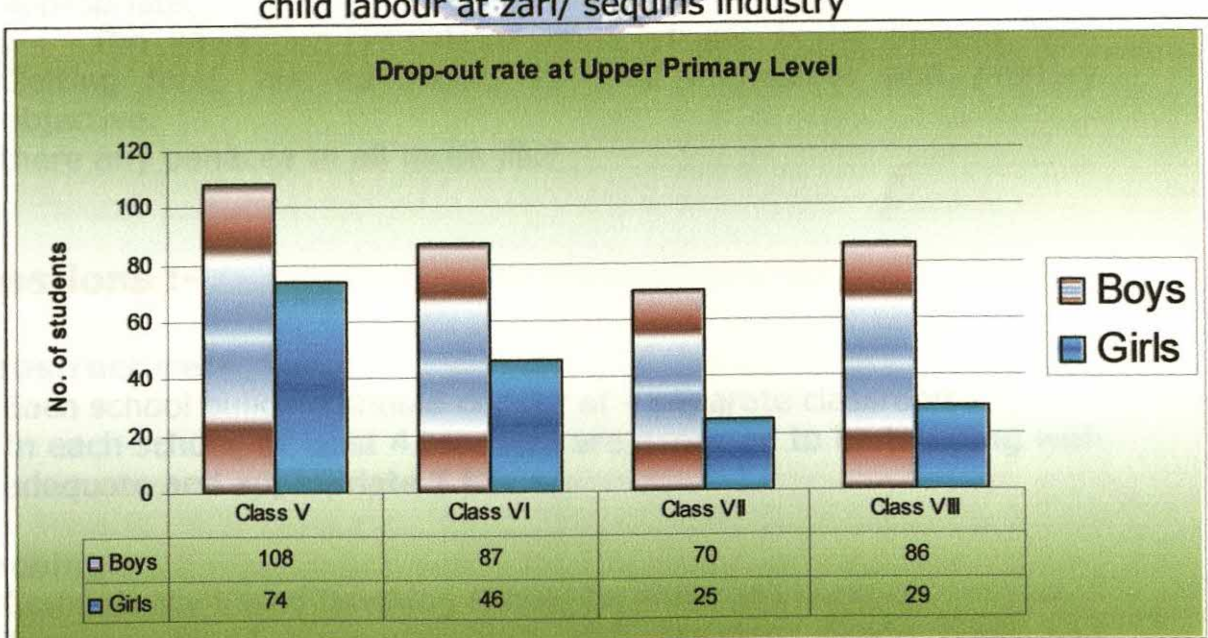
Of course, there are some I.C.D.S., S.S.K., M.S.K., centers here. But people or guardians are not sending their wards, in a large number, to these institutions. Moreover the adult people do not like to go to the Adult Education Centres. Whatever may be the cause, we are here to conclude that the conditions of the Adult Education Centres should be uplifted to draw more guardians; otherwise there would be a lacuna in the awareness level of the poor fellows

Status of Drop-out children (from house to house survey)





child labour at zari/ sequins industry



Conclusions

Reasons behind backwardness:-

As we meet the students, guardians, teachers of this locality, the scenario emerges as overwhelmingly saddening. We search for reasons and come upon the following facts :-

(a) Teachers' numbers are inadequate.
(b) As many teachers are untrained, newly devised teaching-learning methodologies are not applied.
(c) In no school, T.L.M.S are used accordingly. In fact, seldom there is any use of T.L.M.
(d) The schools are not wholly or fully equipped with all the materials and infrastructural facilities and amenities for joyful teaching learning.
(e) Many schools do not consist of four separate rooms. As more than one class's students have to sit together in a single hall, the learning process, in spite of the teachers' efforts, get hampered.
(f) In many cases, for communication hazards and distance, the schools are not accessible to many teachers and some students also.
(g) Monitoring or supervising system (on behalf of the appropriate authorities) is not adequately active in the scenario.
(h) Very poor Socio-economic situation loom large in every aspect of our analysis as it is the root cause of all problems.
(i) Most of the students are first generation Learners.
(j) Guardians' awareness level is not satisfactory.
(k) There is no scope for adult education or continuing education.
(l) The home environment of the student is not encouraging or appropriate.
(m) The young learners come from families below poverty line. Getting food, not education, is their immediate and primary objective.

Is there any panacea to all these ills?

Suggestions :-

Infrastructure:-

(a) Each school building should consist of 4 separate classrooms.
(b) In each school, at least 4 teachers are expected to be teaching with adequate and appropriate T.L.M.s.

Teaching:-

(a) Competency based teaching should be ensured in school.
(b) Teacher should be empowered with Training, Guide book and Teacher's companion.
(c) Teachers must get motivated to devise, apply and preserve Teaching aids and Teaching Learning Materials.

(d) Teachers should be trained to use new methodologies such as Group learning, Pair learning, Peer learning etc..

(e) Students are to be encouraged to be properly engaged in classroom activities and teaching is to be participatory in nature.

(f) Teachers should apply various techniques of scaffolding, evaluation, error analysis and remedial teaching.

Administration:-

(a) Regular Supervision and Monitoring of the whole system, should get more activated.

Policy :-

(a) Recruitment of fresher Para teachers, where required, is expected to be at a faster pace as well as in a larger number they should avail of sufficient remuneration.

(b) In the sphere of academic supervision and guidance, D.I.E.T. may be entrusted with greater responsibility.

(c) In the time of recruitment of new teacher the consideration of proximity of his/her home from the school would definitely result good. Teachers of a particular school should be selected from the same or the nearby blocks.

(d) Provision for Double shifting schools may be given a keen thought where students' numbers are more than 250. Para teachers, willing retired teachers and other interested, able persons may help this initiation.

(e) Help and guidance, in every possible way, should be provided with the poor inhabitants of this backward area to improve the socio-economic situation.
This will ultimately boost up educational achievement. Villagers' (including V.E.C. members) awareness level is to be uplifted.

(f) We earnestly need the presence of some workers, (preferably women) in the grass root level to spread out awareness and provide basic guidance, counseling as well as amenities in the sphere of elementary education. They may be, termed as, "Gram Shiksha Sevika" , following the example of 'Gram Swastha Sevika', and they will visit every house in a village regularly.

If the inhabitants of this downtrodden locality may find a direct link of education with their livelyhood, they would feel a spontaneous urge to get educated. People, related to different activities or professions may be clubbed together; In convenient time and space, efficient facilitators would join them regularly to discuss various issues. If planned intelligently and carefully, these discussions would be co-related with various aspects of a particular topic; thus it aims to expand to newer dimensions. Gradually, people would be convinced to learn more about their professions and beyond the professions. This regular group interaction, implemented through well-planned, graded execution by an expert, may result wonders. It would help to enhance their awareness level, their learning and their education. Thus, to attain this comprehensive development, our proposed 'Gram Siksha Sevika' and

fellows of Panchayets' Rural development wing, may act as facilitators. They are expected to learn their tasks thoroughly – they would go to each home, know peoples' lives to cater their needs. A particular group of facilitators would provide scaffolding or support to a group of people, clinging to a particular livelyhood. And for this reason, intensive as well as extensive training should be given to them by the appropriate authorities. In this purpose, B.L.R.C.s and C.L.R.C.s may be activated and D.I.E.T. may supervise and coordinate accordingly.

We suggest to establish 'Adult Education Centre' as well as 'Continuing Education Centre' in larger numbers in villages.

(g) There must be a close link among C.L.R.C.s, B.L.R.C.s and the D.I.E.T., it would do much good for each organization and in general for the entire district's elementary education. From circles of our district, there would be continuous flow of information(regarding the difficulties, aspirations and work at the grass root level) reaching the D.I.E.T. It would enable the D.I.E.T, the nodal agency of elementary education in the district, to strive tirelessly to provide proper guidance, counseling, training, whichever, whenever is necessary.

If a proper, continuous collaboration or rapport is made in this sector, our people would reap the benefit.

According to Gandhiji's opinion all our activities would be worthwhile if it can do good to 'the weakest of the weak, poorest of the poor'. All our collective endeavour would be directed following this dictum.



off to school........our aspirations for our future

Let's begin right now, our movement to empower our children "The Future" of our Nation.

Bibliography & References

1. Best, J.W. and Khan J.V — Research in Education, 7^{th} Edition, Prentice Hall India, 1999

2. S.S.A, 24 Parganas(South) — DISE Report, Primary Level, 30.9.2006

3. S.S.A, 24 Parganas(South) — DISE Report, Primary Level, 30.9.2007

4. Report — Cencus, 2001

5. Report — Supplementary Report of The School Education Committee, W.B.

Appendix

Government of West Bengal
School Education Department
(Primary Branch)
Bikash Bhavan, Salt Lake, Kolkata – 700 091

No. 348/JS-II/ES/P/4P-63/2000 Dated 21.02.2007

From : Shri Sukumar Mahapatra
Joint Secretary to the Govt. of West Bengal

To The Principal
Joynagar
-- DIET
P.O. Ramakanta nagar ---- District. -- 24 Paraganas South

Sub : Approval of the project proposal to be conducted with the fund sanctioned under this office no. 201(Sanc)/1 (50)-SE(P)/4P-63/2000 dated 22nd August 2006/274 (Sanc)/1(s)/SE(P)/4P-63/2000 dated 12.10.2006.

Sir,

In continuation of the number noted above, I am directed to say that Governor is please to approve the following proposals of in-service training and action research with the fund received from MHRD, Govt. of India.

A. In Service Training & Action Research Programmes.

DIET	PROGRAMME TITLE	BUDGET (Rs.)
6. South 24 Paraganas	Memo No. 327/DIET. Dated 06.01.07	
	1. Comprehensive development programme on primary education in Joynagar II block.	80,000/-
	2. Reasons of Large Decline in Enrolment between class I & II.	1,00,000/-
	3.A study on girls education up to elementary level in the remote minorities based area in one block of 24 pgs(S) <Mandir bazaar block>	10,000/-
	4. Analysis of the performance of learners under SSA programme of Namkhana	5,000/-
	5. To the study the cause for the difference between the enrolment in Govt. Primary school & Non Govt. Primary (private) School in Joynagar block –I	5,000/-
	6. Orientation of Primary Teachers in English Language Teaching	1,00,000/-

(signature)

The Training programme should be devised in consultation with SCERT and be finalised after discussion with Chairman DPSC/D.I./(Pry) regarding guest lecturers, their remuneration, allowance to attending teacher –trainees etc.

The charge on this account may be met from the Head of Account '2202-General Education -01-Elementary Education-107-Teachers' Training –CS-Centrally sponsored -001-strengthening of Teachers'Training Institute-31-Grants –in-Aid-02-other grants as noted in the memorandum referred above.

Principal ------------------------------ DIET is declared as D.D.O. for drawal of fund from the above Head of Account and is further authorised to draw the fund in advance (required for 2 (Two) project under In-Service Training at a time) so that he may submit adjustment /utilization of fund of first project after its completion while the 2nd one is being conducted. He may draw the fund for 3rd project then, thus running these programmes without interruption. Action Research Programme should be taken up one at a time. Quarterly Progress Report of completion of Inservice Training /Action Research should be sent to the Department for onward transmission to MHRD, Govt. of India for allotment of further fund for these projects.

Sd/- S. Mahapatra
Joint Secretary

No. 348/JS-II/ES/P/4P-63/2000

Dated 21.02.2007

Copy forwarded for information to :-

1) Director SCERT, West Bengal.
2) Chairman, DPSC ---------------------------- District.
3) Treasury Officer ---------------------------- Treasury, P.O. & Dist. ---------------------
4) District Magistrate -------------------------- District.
5) President, West Bengal Board of Primary Education. He is requested to render all help for the 'Training in Teaching of English Language of Primary Teachers' to be conducted by DIETs in consonance with the discussions held in M-I-C's Chamber recently.

Joint Secretary

Govt. of West Bengal

District Institute of Education and Training

JOYNAGAR

P.O. Ramakantanagar, Dist. South 24 Pgs., West Bengal
Phone : 953218-228154

Questionnaire for the Head Teacher

Code no:................................ Date:.................... Time:...............

1. Name of the school:____________________

2. . Name of the Head teacher:____________________

3. Address of the school;____________________

Vill:____________ P.O.____________ Pin____________

4. DISE code no. ____________________

5. Type of school:

Govt. [1] , Govt. sponsored [2] , Govt. aided [3]

Run by local organization [4]

6. Total number of students :____________

	General	Minority	Scheduled Caste	Scheduled Tribe	Physically Handicapped
Boys					
Girls					

7. Class-wise numbers of students.

Class I [ ] , Class II [ ] , Class III [ ] , Class IV [ ] ,

Class V [ ]

Students present at the date of inspection :

Class I _____, Class II _____, Class III_____, Class IV_____

8. In which class drop-out of students is maximum? ____________

9. What is the number of students' decrease while they get promoted to class II from class I ? ______________

10. How many teachers are there in your School? _________________

	Trained	Un-Trained	General	Scheduled Caste	Scheduled Tribe	OBC	Total
Male Teachers							
Female Teachers							

Teachers present at the date of inspection :

Male Teacher ______________, Female Teacher ______________

11. Do they regularly come to school? Yes ☐ , No ☐

12. Do they complete the syllabi in due time? Yes ☐ , No ☐

13. Do the teachers use T.L.M. while teaching? Yes ☐ , No ☐

14. Is evaluation held in due time in your school? Yes ☐ , No ☐

15. Number of rooms in the school :

One room [1] , Two rooms [2] , Three rooms [3] , > three rooms [4]

16. Is cleanliness according to the rules of hygiene maintained in the school?

Yes ☐ , No ☐

17. What is the provision for drinking water?

Tube well [1] , Tap [2] , Pond [3]

18. (a). Is there any provision for toilet ? Yes ☐ , No ☐

(b) Is it clean or tidy? Yes ☐ , No ☐

19. Arrangement of Mid-day-meal in your school :

Regular [1] , Irregular [2] , Absent [3]

20. Causes for not coming to school :

(a) No urge to learn [1]

(b) Much distance of school from home [2]

Distance of school from home:

> 1 km [1], > 2 km [2], > 3 km [3]

(c) Repeated failure in exams [3]

(d) Bad condition of road [4]

(e) Bound to do house-hold work [5]

(f) Bound to look after younger siblings [6]

(g) Bound to help in family occupation [7]

(h) Bound to be active for earning money [8]

(i) Insufficient seat-arrangement compared to number of students [9]

(j) Inadequate number of teachers in school [10]

(k) Course seen to be tough [11]

(l) Physical illness [12]

(m) Home environment inappropriate for education [13]

(n) Lack of awareness of guardian [14]

(o) Nobody to help to learn at home [15]

(p) Students go to non-Govt. schools after they get promoted to class II [16]

(q) Students learn at S.S.K.s [17]

(r) Mid – day – Meal have stopped [18]

21. What are the causes admitting students of age less than 5 years?

They come with their elder brothers [1], Guardians send them for Mid-Day-Meal [2], For making the habit of school going practice [3]

22. What are the causes behind students going to other schools?

Less Distance [1], Easy Curriculum [2], No hard discipline [3],

Much more physical based activities other than knowledge based activities [4],

Better Teaching quality [5]

23. Causes of remaining in the same classes:

Underage [1], Low achievement [2], Guardian's opinion [3]

24. What are the ways you have taken to eradicate drop-out?

25. Comments of Surveyor :

Signature of Surveyor

Signature of Headmaster
(With seal)

Govt. of West Bengal

District Institute of Education and Training

JOYNAGAR

বিষয় - বাংলা

বিদ্যালয় -

শিক্ষার্থীর নাম - পূর্ণমান - ২০

শ্রেণী - তৃতীয় (সামর্থ্য দ্বিতীয় শ্রেণী) সময় - ১ ঘন্টা

১।ক) যুক্তাক্ষর ভেঙ্গে দেখাও - ক্ষ [ ] [ ] ১×৬=৬

খ) বর্ণ ঠিক করে সাজিয়ে শব্দ তৈরি কর - সশন্দে ....।

গ) বানান পড়ে শব্দ লেখো - ব উ-কার দ-ধ ....।

ঘ) একই শব্দের অর্থ নিচে লেখো - বেশি খায় (হোঁতকা , ছোঁচা , পেটুক , নুলো)।

....

ঙ) কোন শব্দটি বেমানান ,সেটির নিচে দাগ দাও - গ্রীষ্ম ,শরৎ ,বর্ষা ,গাছ ,শীত ,বসন্ত ।

চ) যুক্তবর্ণ বসিয়ে শব্দ গড়ো - নিঃ----------স ।

২। অতি সংক্ষেপে উত্তর দাও - ২×৩=৬

ক) চারটি দিকের নাম লেখো ।

খ) বন্ধনীর শব্দ সঠিক জায়গায় বসাও - (চন্দ্র , বৃক্ষ , রাত্রি , পূর্ব)

গাছ [ ] , রাত [ ]

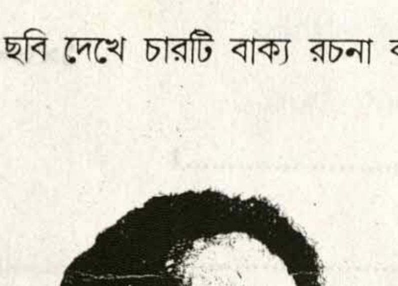
গ) বিপরীত শব্দ বসাও - সত্য - ....

হাসি - ....

৩। সংক্ষেপে উত্তর দাও : ৪×২=৮

(ক) 'দুর্গার মুক্তি' গল্পে দুর্গাদের গ্রাম ছাড়তে হল কেন ? গ্রাম ছেড়ে তারা কোথায় গেল লেখো ।

(খ) ছবি দেখে চারটি বাক্য রচনা কর :-



4. বাঁদিকের শব্দের সঙ্গে ডানদিকের শব্দের কোন একটি মিল আছে । মিল বের করে তির চিহ্ন দিয়ে শব্দগুলিকে মেলাও । একটি করে দেখানো হল । 1×4

cat	girl
boy	train
car	frock
flower	dog
shirt	fruit

Govt. of West Bengal

District Institute of Education and Training

JOYNAGAR

Competency based Achievement level test

Subject - English

School's name :-

Class - III (competency - class II) Full marks -20

Student's name :- Time - 1 hour

1. ফাঁকা জায়গায় ঠিক অক্ষর বসিয়ে শব্দগুলি তৈরী কর :- 1×4

cl_____ck , d______y , p_______ay, w_____rk

2. নীচের শব্দগুলির বিপরীত শব্দগুলি লেখ :- 1×4

small , high , tall, strong

3. নীচের জিনিসগুলি তোমার আছে কিনে দেখে লেখ :-

(I have a ..../ I do not have ....) 2×4

book , pen , nose , bag

৫। গুণফল নির্ণয় কর :- ২২৫ × ৪ = ২

৬। ভাগফল ও ভাগশেষ নির্ণয় কর :- ৬৯৫ ÷ ৩ = ২

৭। সমস্যাটিকে অঙ্কের ভাষায় প্রকাশ করে সমাধান কর :- ২.৫

তোমার শ্রেণীর প্রত্যেকে ৩টি করে বই পেয়েছে। তাহলে শ্রেণীর ২৫ জন ছাত্রছাত্রী মোট কতগুলো বই পেয়েছে ?

৮। যোগফল নির্ণয় কর :- ৪২পয়সা + ১২টাকা ৭৫পয়সা + ৬টাকা = ২

৯। অঙ্কের ভাষায় প্রকাশ করে সমাধান কর :- ২.৫

তোমাদের শ্রেণীতে ২৫ জন ছাত্রছাত্রীর মধ্যে ১২৫টি খাতা সমান ভাগে ভাগ করে দেওয়া হলে প্রত্যেকে কটি করে খাতা পাবে ?

Govt. of West Bengal

District Institute of Education and Training

JOYNAGAR

বিষয় - গণিত

বিদ্যালয় -

শিক্ষার্থীর নাম - পূর্ণমান - ২০

শ্রেণী - তৃতীয় (সামর্থ্য দ্বিতীয় শ্রেণী) সময় - ১ ঘন্টা

১। ছোট থেকে বড় হিসেবে সাজাও :- ৪৪ , ১৮, ৬৫, ৪২ । ২

২। যোগফল নির্ণয় কর :- ২১৩ + ২৭ + ৩৪৫ = ২

৩। বিয়োগফল নির্ণয় কর :- ৩ ৬ ৮ ২

- ১ ৪ ৯

৪। অঙ্কের ভাষায় প্রকাশ করে সমাধান কর :- ৩

জন্মদিনে তুমি দাদুর কাছ থেকে ১০টি এবং বাবার কাছ থেকে ৪ টি চকোলেট পেয়েছিলে । তা থেকে তুমি তোমার বন্ধুদের ৭টি চকোলেট দিয়ে দিলে । তোমার কাছে আর কটি চকোলেট থাকবে ?

তৃতীয় শ্রেণি

পরেশনাথ পাহাড়ের ঢালে মাখারো - চালকুড়ি গ্রাম । শালগাছ পুজো করে ঝড়িলাল গিয়েছে জঙ্গলে । সঙ্গে গিয়েছে বান্টি, তেন্তুয়া, ছেদনা ও ডগড় । সন্ধে হয়হয়, এমন সময় ঝড়িলালের বাড়িতে চৈতি-নানি এসেছে । চৈতি মাখারো-চালকুড়ির সকলের নানি । নানি ঝড়িলালের ছেলে বুধনকে গল্প শোনাচ্ছে । বুধবারে জন্ম হয়েছে বলে তার নাম বুধন ।

Testing Reading Skill

Class-III

Pussy cat, Pussy cat
Where have you been?
I` ve been to London
To visit the queen.
Pussy cat,Pussy cat,
What did you do there?
I frightened a little mouse
Under her chair..

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বিষয় - বাংলা

বিদ্যালয় -

শিক্ষার্থীর নাম - পূর্ণমান - ২০

শ্রেণী - চতুর্থ (সামর্থ্য তৃতীয় শ্রেণী) সময় - ১ ঘন্টা

১। সঠিকটি চিহ্নিত কর :- ১× ৪= ৪

(ক) এরোপ্লেন দেখতে (পাখির মতো / গাছের পাতার মতো / ঘুড়ির মতো)

(খ) সারাদিন পরিশ্রম করে আমি এখন ---------------(শান্ত , এঁটে , শ্রান্ত)

(গ) শূন্যস্থান পূরণ কর :- মহৎ ব্যক্তির ------------------ বড়ো হয়।

(ঘ) অর্থ লেখো :- সাধ -
মোহনা-

২। অতি সংক্ষেপে উত্তর দাও - ২×৩=৬

(ক) চাঁদের মাটিতে গাছ না হওয়ার কারণ কী ?

(খ) ডান দিকের বাক্যের সঙ্গে ডানদিকের বাক্য মেলাও :

প্রভাতসূর্য বলা হয়েছে	অবাক জলপান নাটকে
রাভারা বাস করেন	উদার হতে বলে
নাকের জল , চোখের জল পাই	নেতাজী সুভাষ চন্দ্রকে
আকাশ আমাদের	ডুয়ার্সের বনবস্তিতে

৩। সংক্ষিপ্ত উত্তর লেখ : ৪+৩+৩=১০

(ক) ছবি দেখে চারটি বাক্য রচনা কর :-



খ) প্রধান শিক্ষক বেণীমাধব স্কুল থেকে বিদায় নেওয়ার আগে সুভাষচন্দ্র বসুকে কী বলেছিলেন ?

গ) 'পিঁপড়ের বুদ্ধি' গল্পে পিঁপড়েদের একতা , ধৈর্য , বুদ্ধির যে পরিচয় পেয়েছো , - তা তিনটি বাক্যে লেখো ।

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Competency based Achievement level test

Subject - English

School's name :-

Class - IV (competency - class III) Full marks -20

Student's name :- Time - 1 hour

1. সপ্তাহের একটি দিনের নাম লিখে দেওয়া হল ।বাকি দিনগুলির ইংরেজি নাম লেখ :-1×6

Sunday, ...

2. নীচের বাক্য (sentence) গুলিতে 'a' ও 'an' ব্যবহার করে শূন্যস্থান পূরণ কর :- 1×4

(i) This is ______ ox.

(ii) That is ______ school.

(iii) This is ______ inkpot.

(iV) That is _______ chair .

3. নীচের তালিকায় বাঁদিকের মাসগুলি বৎসরের কোন মাস ডানদিকের ফাঁকা জায়গায় লেখ:-1×4

Name of the month			Which month of the year
January	is	the	________________ month.
April	is	the	________________ month.
August	is	the	________________ month.
November	is	the	________________ month.

4. শূন্যস্থান পূরণ কর :- 1×6

I __________ Deepak. Rahul ____________ ____________

brother. We __________ brothers. ______________ is Tarun.

Joy is ______________ brother.

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বিষয় - গণিত

বিদ্যালয় -

শিক্ষার্থীর নাম - পূর্ণমান - ২০

শ্রেণী - চতুর্থ (সামর্থ্য তৃতীয় শ্রেণী) সময় - ১ ঘন্টা

১। কথায় লেখ :- ২

৬৩০৯০৮ -

২। সংখ্যায় লেখ :-তিন লক্ষ পঞ্চাশ হাজার পাঁচ শত দশ - ২

৩। ১০ থেকে ২৫ পর্য্যন্ত মৌলিক সংখ্যাগুলি লেখ :- ২

৪। পাঁচ অঙ্কের ক্ষুদ্রতম সংখ্যা থেকে চার অঙ্কের বৃহত্তম সংখ্যা বিয়োগ কর । বিয়োগফল 'ক' অঙ্কের সংখ্যা ? ২

৫। ১২র গুণনীয়কগুলি লেখ :- ২

৬। ৩৬ সংখ্যাটিকে মৌলিক উৎপাদকে বিশ্লেষণ কর :- ২

৭। ভগ্নাংশটিকে কথায় লেখ :- ২

$৩৫\frac{৩৭}{৭৩} =$

৮। যোগফল নির্ণয় কর :- ০.৩ + ০.০৪ + ৩.৪৫ ২

৯। তিন ঘন্টা চার মিনিট পাঁচ সেকেন্ড = কত সেকেন্ড ? ২

১০। ৯৫৮ দিন = কত বছর কত মাস কত দিন ? ২

চতুর্থ শ্রেণী

যদি খোকা না হয়ে
আমি হতেম কুকুর-ছানা
তবে পাছে তোমার পাতে
আমি মুখ দিতে যাই ভাতে
তুমি করতে আমায় মানা ?
সত্যি করে বল্,
আমায় করিস নে , মা , ছল —

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District Institute of Education and Training
JOYNAGAR

P.O. Ramakantanagar, Dist. South 24 Pgs., West Bengal
Phone : 953218-228154

Comprehensive Development

গৃহকর্ত্তার জন্য সমীক্ষাপত্র

১। পরিবারের গৃহকর্ত্তার নাম-- গৃহকর্ত্তার বাবার নাম--

গ্রাম --, পঞ্চায়েত --

ব্লক --, জেলা--

২। জাতি/সম্প্রদায় : ------------

সাধারণ [১] / তপসিলী জাতি [২] / তপসিলী উপজাতি [৩] / অন্যান্য অনগ্রসর শ্রেণী [৪] / সংখ্যালঘু সম্প্রদায় [৫]

৩। পরিবারের মোট সদস্য সংখ্যা--

৪। গৃহকর্ত্তার শিক্ষাগত যোগ্যতা

গৃহকর্ত্তার [ ] , গৃহকর্ত্রীর [ ]

নিরক্ষর [১] / সাক্ষর [২] / পঞ্চম শ্রেণী পর্যন্ত [৩] / মাধ্যমিক [৪] / উচ্চমাধ্যমিক [৫] / স্নাতক [৬] / স্নাতকোত্তর [৭]

৫। পরিবারের উপার্জনক্ষম সদস্য সংখ্যা : পুরুষ ----------- , মহিলা -------------

৬। পরিবারের জীবিকা [ ]

চাষবাস [১] / চাকরি [২] / ব্যবসা [৩] / বাগদা মীন ধরা [৪] / মাছের ব্যবসা [৫] / কুটির শিল্প [৬] / অন্যান্য [৭]

৭। পরিবারের গড় মাসিক আয় [ ]

৫০০ টাকার নীচে [১] / ৫০০-১০০০ টাকার নীচে [২] / ১০০০-২০০০ টাকার নীচে [৩] /

২০০০-৫০০০ টাকার নীচে [৪] / ৫০০০-১০০০০ টাকার নীচে [৫] / ১০০০০ টাকার বেশী [৬]

Testing Reading Skill

Class-IV

There is a naughty boy.He does not read.He always disturbs others.He secretly throws stones at the people from his window.He has a little brother.One day he takes his brother with him and tries to throw stones at his neighbour`s window.

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Comprehensive Development

গৃহকর্তার জন্য সমীক্ষাপত্র

১। পরিবারের গৃহকর্তার নাম---গৃহকর্তার বাবার নাম--

গ্রাম --, পঞ্চায়েত --

ব্লক --, জেলা--

২। জাতি/সম্প্রদায় : ------------

সাধারণ [1] / তপসিলী জাতি [2] / তপসিলী উপজাতি [3] / অন্যান্য অনগ্রসর শ্রেণী [4] / সংখ্যালঘু সম্প্রদায় [5]

৩। পরিবারের মোট সদস্য সংখ্যা---

৪। গৃহকর্তার শিক্ষাগত যোগ্যতা

গৃহকর্তার [ ] , গৃহকর্ত্রীর [ ]

নিরক্ষর [1] / সাক্ষর [2] / পঞ্চম শ্রেণী পর্যন্ত [3] / মাধ্যমিক [4] / উচ্চমাধ্যমিক [5] / স্নাতক [6] / স্নাতকোত্তর [7]

৫। পরিবারের উপার্জনক্ষম সদস্য সংখ্যা : পুরুষ ---------- , মহিলা ------------

৬। পরিবারের জীবিকা [ ]

চাষবাস [1] / চাকরি [2] / ব্যবসা [3] / বাগদা মীন ধরা [4] / মাছের ব্যবসা [5] / কুটির শিল্প [6] / অন্যান্য [7]

৭। পরিবারের গড় মাসিক আয় [ ]

৫০০ টাকার নীচে [1] / ৫০০-১০০০ টাকার নীচে [2] / ১০০০-২০০০ টাকার নীচে [3] /

২০০০-৫০০০ টাকার নীচে [4] / ৫০০০-১০০০০ টাকার নীচে [5] / ১০০০০ টাকার বেশী [6]

৮। গৃহকর্ত্তার নিজস্ব জমি ☐ / ব্যবসা ☐ আছে কি ? হ্যাঁ [1] / না [2]

৯। গৃহকর্ত্তার মোট সন্তানসংখ্যা :

৫-১০ বৎসর - ছেলে ☐ জন , মেয়ে ☐ জন ,

১০-১৪ বৎসর - ছেলে ☐ জন , মেয়ে ☐ জন ,

১৪ উদের্ধ - ছেলে ☐ জন , মেয়ে ☐ জন

১০। সন্তানের শিক্ষাগত যোগ্যতা :

প্রাথমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন , উচ্চপ্রাথমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন

মাধ্যমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন , উচ্চমাধ্যমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন

১১। সন্তানদের Private Tution আছে :

প্রাথমিক স্তর - ছেলের ☐ জন্য , মেয়ের ☐ জন্য ,

উচ্চপ্রাথমিক স্তর - ছেলের ☐ জন্য , মেয়ের ☐ জন্য ,

মাধ্যমিক স্তর - ছেলের ☐ জন্য , মেয়ের ☐ জন্য ,

উচ্চমাধ্যমিক স্তর - ছেলের ☐ জন্য , মেয়ের ☐ জন্য ,

১২। আপনার সন্তানদের মধ্যে বিদ্যালয়ে যায় না :

প্রাথমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন , উচ্চপ্রাথমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন ,

মাধ্যমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন , উচ্চমাধ্যমিক স্তর - ছেলে ☐ জন , মেয়ে ☐ জন ,

১৩। প্রাথমিক স্তরে পড়াশোনা ছেড়েছে :

প্রথম শ্রেণী থেকে - ছেলে ☐ জন , মেয়ে ☐ জন ,

দ্বিতীয় শ্রেণী থেকে - ছেলে ☐ জন , মেয়ে ☐ জন ,

তৃতীয় শ্রেণী থেকে - ছেলে ☐ জন , মেয়ে ☐ জন ,

চতুর্থ শ্রেণী থেকে - ছেলে ☐ জন , মেয়ে ☐ জন ,

উচ্চপ্রাথমিক স্তরে পড়াশোনা ছেড়েছে :

পঞ্চম শ্রেণী থেকে - ছেলে [ ] জন , মেয়ে [ ] জন ,

ষষ্ঠ শ্রেণী থেকে - ছেলে [ ] জন , মেয়ে [ ] জন ,

সপ্তম শ্রেণী থেকে - ছেলে [ ] জন , মেয়ে [ ] জন ,

অষ্টম শ্রেণী থেকে - ছেলে [ ] জন , মেয়ে [ ] জন ,

১৪। বিদ্যালয় ছাড়ার কারণ-

(ক) পড়াশোনায় আগ্রহ নেই [1]

(খ) বাড়ি থেকে বিদ্যালয় দূরে [2]

> ১ কি.মি. [1] , > ২ কি.মি. [2] , > ৩ কি.মি. [3]

(গ) বিদ্যালয়ে যাতায়াতের রাস্তা ভালো নয় [3]

(ঘ) বাড়ির কাজ করতে হয় [4]

(ঙ) ছোট ভাই - বোনেদের ধরতে হয় [5]

(চ) পরীক্ষায় সব বিষয়ে ফল খারাপ [6]

(ছ) পারিবারিক পেশায় সাহায্য করতে হয় [7]

(জ) বিদ্যালয়ের সময় অসুবিধাজনক [8]

(ঝ) স্কুলে নিয়মিত ক্লাস হয় না [9]

(ঞ) স্কুল বাড়ি অপরিচ্ছন্ন , ভাঙ্গা [10]

(ট) স্কুলে শিক্ষকের সংখ্যা কম [11]

(ঠ) শিক্ষকেরা তিরস্কার ও প্রহার করেন [12]

(ড) শিক্ষার্থীরা দ্বিতীয় শ্রেণীতে ওঠার পর বে-সরকারী প্রতিষ্ঠানে পড়ে [13]

(ঢ) শিশুবিকাশ কেন্দ্রে শিশু পাঠগ্রহণ করে [14]

(ণ) বয়স ৫ বছরের নীচে বলে শিক্ষকমহাশয় 'না' বলেছেন [15] [14]

(ত) শৌচাগারের অভাব / অপরিচ্ছন্নতা [16]

(থ) পানীয় জলের ব্যবস্থা না থাকা [17]

(দ) শিক্ষকের পাঠদান পদ্ধতি আকর্ষণীয় নয় [18]

(ধ) মিড - ডে - মিল বন্ধ হয়ে গিয়েছে [19]

(ন) শারীরিক প্রতিবন্ধকতার জন্য [20]

১৫। আপনার ছেলে -------------- বয়সের থেকে / মেয়ে -------------- বয়সের থেকে কাজে নিযুক্ত।

১৬। আপনার ছেলে মেয়েদের আপনি লেখাপড়া শেখাতে চান :

প্রাথমিক স্তর পর্য্যন্ত [1] / উচ্চপ্রাথমিক স্তর পর্য্যন্ত [2] /

মাধ্যমিক স্তর পর্য্যন্ত [3] / উচ্চমাধ্যমিক স্তর পর্য্যন্ত [4] /

স্নাতক স্তর পর্য্যন্ত [5] / স্নাতকোত্তর স্তর পর্য্যন্ত [6]

১৭। আপনি ছেলে ও মেয়েকে সমানভাবে শিক্ষিত করতে চান : হ্যাঁ [1] / না [2]

১৮। আপনার গ্রামে নিম্নলিখিত কেন্দ্রগুলি আছে কি ?

ICDS [1] / SSK [2] / MSK [3] / বয়স্ক শিক্ষাকেন্দ্র [4]

১৯। আপনার সন্তানদের মধ্যে কেউ ঐ সকল কেন্দ্রে পড়াশোনা করে কি ? হ্যাঁ [1] / না [2]

যদি পড়ে কোন কেন্দ্রে পড়ে ?

ICDS [1] / SSK [2] / MSK [3] / বয়স্ক শিক্ষাকেন্দ্র [4]

২০। আপনাদের গ্রামে কোন শিক্ষা ☐ / স্বাস্থ্য ☐ / পরিবেশ ☐ সংক্রান্ত শিবির হয় কি ?

হ্যাঁ [১] / না [২]

২১। যদি হয় আপনি কি এধরণের শিবিরে যোগদান করেন ? হ্যাঁ [১] / না [২]

২২। আপনার সন্তানদের মধ্যে বিদ্যালয় ছেড়ে দেওয়া ছেলে / মেয়ের :

নাম	বিদ্যালয়ের নাম	শ্রেণী
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